SADDLEBACK
EDUCATIONAL PUBLISHING

Book 1

BASIC ENGLISH GRAMMAR



for English Language Learners

SADDLEBACK
EDUCATIONAL PUBLISHING

Book 1

BASIC ENGLISH GRAMMAR

for English Language Learners

Anne Seaton • Y. H. Mew

SADDLEBACK
EDUCATIONAL PUBLISHING
Three Watson
Irvine, CA 92618-2767
Web site: www.sdlback.com

First published in the United States by Saddleback Educational Publishing, 3 Watson, Irvine, CA 92618 by arrangement with Learners Publishing Pte Ltd, Singapore

ISBN 1-59905-201-6
Printed in the United States of America
13 12 11 10 09 08 07 9 8 7 6 5 4 3 2 1

Introduction

Grammar is a very old field of study. Did you know that the sentence was first divided into subject and verb by Plato, the famed philosopher from ancient Greece? That was about 2,400 years ago! Ever since then, students all over the world have found it worthwhile to study the structure of words and sentences. Why? Because skill in speaking and writing is the hallmark of all educated people.

Lesson by lesson, this book provides basic instruction in the eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—as well as the standard patterns of English sentences.

All students of English, be they native speakers or those who are studying English as a second language, will profit from the fundamental introduction and review of grammar provided by SADDLEBACK'S BASIC ENGLISH GRAMMAR 1 and 2. Helpful marginal notes throughout the books have been provided to reinforce existing skills and call attention to common problem areas.

We wish you every success in your pursuit of English proficiency.

What You'll Find in this Book

1 What is Grammar?

Here's an old children's rhyme about the eight parts of speech of English grammar. It gives you an idea of what grammar is about. Read and remember it.







Every name is called a **noun**,
As *field* and *fountain*, *street* and *town*.
In place of noun the **pronoun** stands,
As *he* and *she* can clap their hands.
The **adjective** describes a thing,
As *magic* wand or *bridal* ring.
Most **verbs** mean action, something done,
To *read* and *write*, to *jump* and *run*.

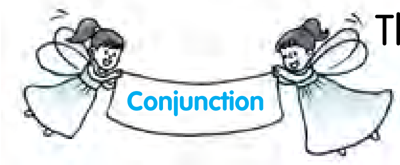


How things are done the **adverbs** tell,
As *quickly*, *slowly*, *badly*, *well*.

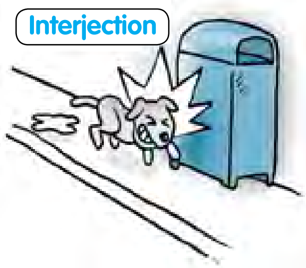




The **preposition** shows relation,
As *in* the street or *at* the station.
Conjunctions join, in many ways,
Sentences, words, *or* phrase *and* phrase.



The **interjection** cries out, "*Heed!*
An exclamation point must
follow me!"



2 The Capital Letter

The **capital letter** is also called a **big letter** or **upper-case** letter, or sometimes just a **capital**.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

When do you use a capital letter?





- Use a capital letter for the first letter in a sentence:

  The dog is barking.
  Come here!

- Always use a capital letter for the word I:

  I am eight years old.
  Tom and **I** are good friends.

- Use a capital letter for the names of people:

  Alice, **T**om, **J**ames, **K**im, **S**now **W**hite

- Use a capital letter for the names of places:

  National **M**useum, **B**ronx **Z**oo, **L**ondon, **S**acramento

- Use a capital letter for festivals, holidays, days of the week, months of the year:

  New **Y**ear's **D**ay, **C**hristmas, **L**abor **D**ay, **M**other's **D**ay, **S**unday, **M**onday, **F**riday, **J**anuary, **M**ay, **J**uly, **O**ctober

Exercise 1

Circle the letters that should be CAPITALS. Then write the correct letter in the space above them.

1 peter and i are good friends.

2 we are going to chicago during our summer vacation.

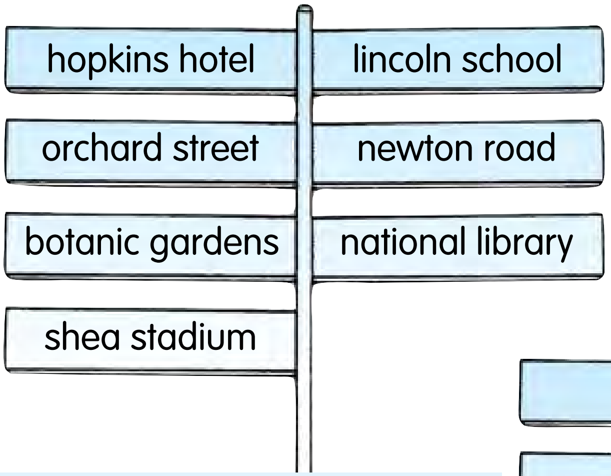
3 there is an interesting football game on sunday.

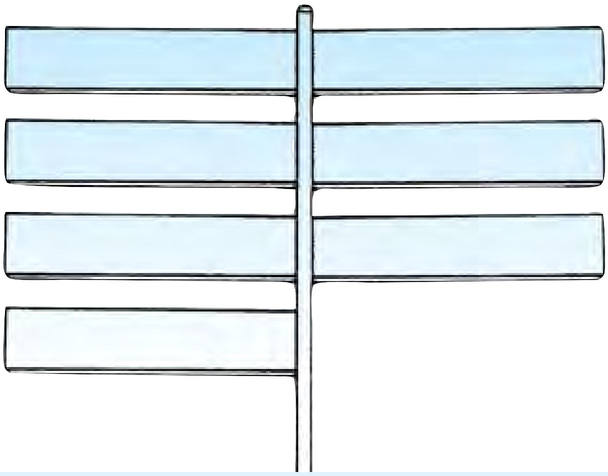
4 jason lives on thomson avenue.

5 january is the first month of the year.

Exercise 2

Look at the signs on the left. Can you find the mistakes? Write the names correctly.





3 Nouns

Common Nouns

Nouns are divided into **common nouns** and **proper nouns**. **Common nouns** are words for people, animals, places, or things.

These are words for people. They are common nouns.



artist



clown

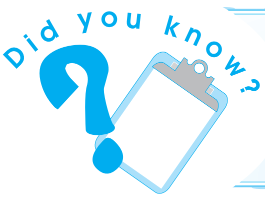
acrobat

Word File

Here are more words for people:

actor	lawyer
aunt	judge
baby	man
baker	nurse
cook	police officer
dentist	singer
doctor	soldier
giant	teacher

astronaut



Another word for **astronaut** is **spaceman** or **spacewoman**.



These are words for animals. They are common nouns.

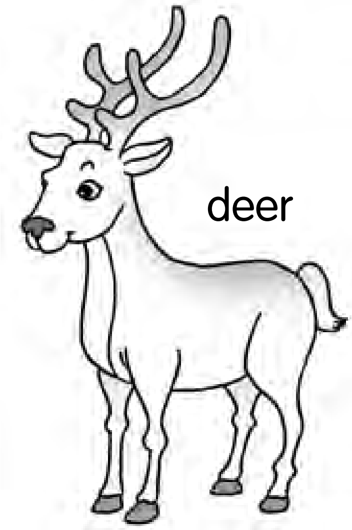
eagle



zebra



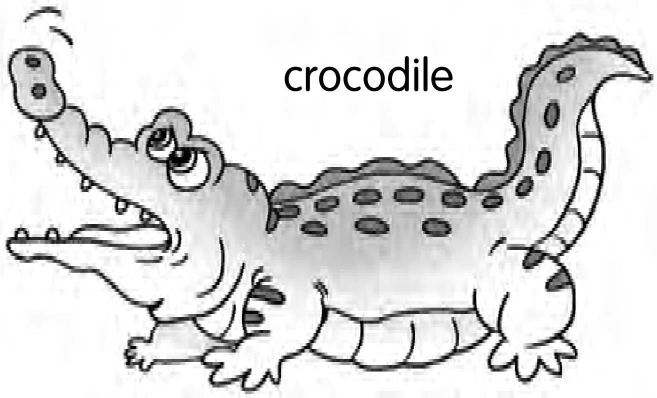
deer





bird

crocodile



bear



Word File

Here are more words for animals:

cat	goose
cow	hen
dog	horse
dolphin	mouse
duck	parrot
fish	shark
goat	whale

These are words for places. They are common nouns.



beach



park



library

shop



Word File

Here are more words for places:

airport	market
cave	mountain
church	playground
farm	restaurant
hill	school
hospital	seashore
hotel	stadium
house	supermarket
island	temple
mall	zoo

These are words for things. They are common nouns.



basket

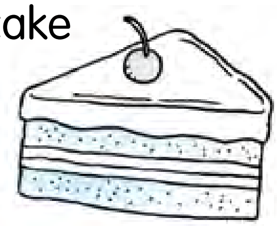


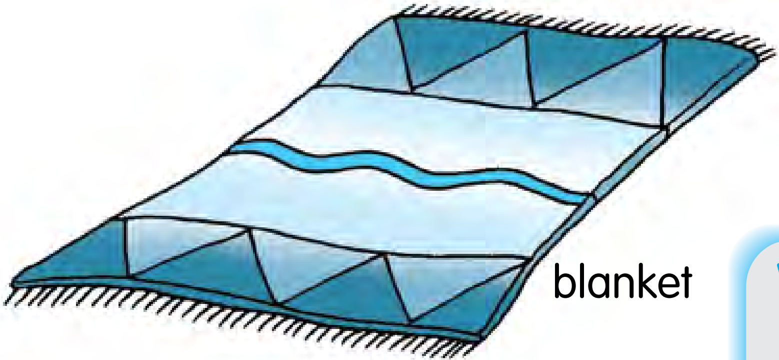
bed



drum

cake





blanket



gate

Word File

Here are more words for things:

bag	kite
box	ladder
bread	lamp
can	picture
chair	radio
cot	television
cup	train
desk	truck
door	watch
egg	window

Exercise 1

Underline the common nouns in these sentences.

1. There's a little bird in the garden.
2. Who is your teacher?
3. Don't eat that rotten apple.
4. Kate has a lovely doll.
5. I like reading stories.
6. My father is a doctor.
7. Every child has a dictionary.
8. Rudy hates bananas.
9. The phone is ringing.
10. Here's a book for you.

Exercise 2

Here's a mixed bag of words. Put each word under its correct heading.

swimmer	snail	fire engine	clown
letters	flag	river	barber
mountain	fox	hotel	parrot
granny	taxi	gardener	camel

People	Animals	Places	Things
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______

Proper Nouns

Proper nouns are names for particular people, places or things. They always begin with a capital letter.



Omar



Beethoven



Lisa

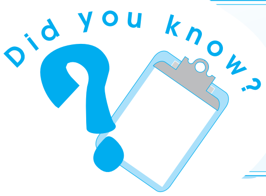
Santa Claus



Word File

Here are some more names of people:

Ali Baba
Florence Nightingale
Derek Jeter
Pauline
Johnny Depp
Patrick
Harry Potter
Pinocchio
Robin Hood



Your own name and the names of your friends are proper nouns too.



The names of countries and their people are also proper nouns.

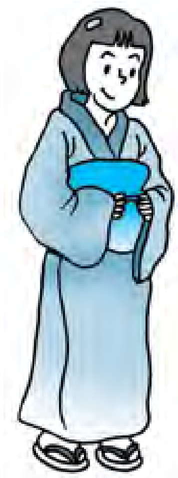

American


Egyptian


Indian


Italian


Thai


Japanese


Korean


Malay


Filipino


Pakistani

Country	People	Country	People
America	Americans	Korea	Koreans
Egypt	Egyptians	Malaysia	Malaysians
India	Indians	Pakistan	Pakistanis
Italy	Italians	France	the French
Japan	the Japanese	Thailand	Thais

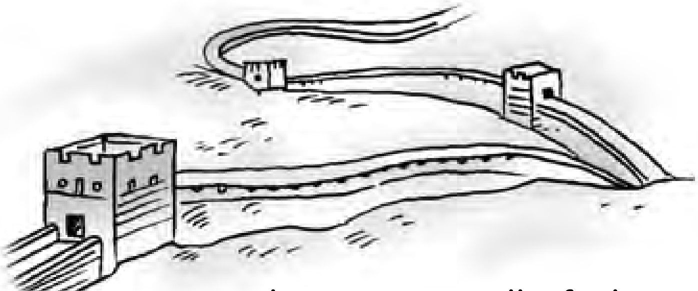
The names of towns, cities, buildings and landmarks are proper nouns.



Hong Kong



Egypt



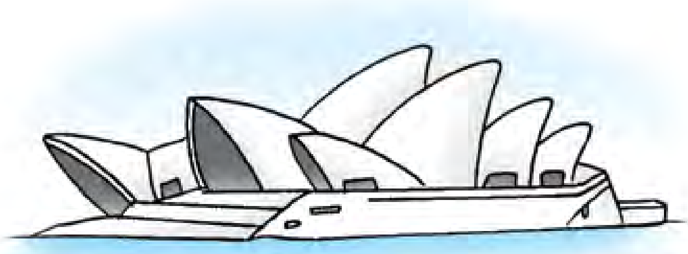
the Great Wall of China



the Statue of Liberty



Tokyo



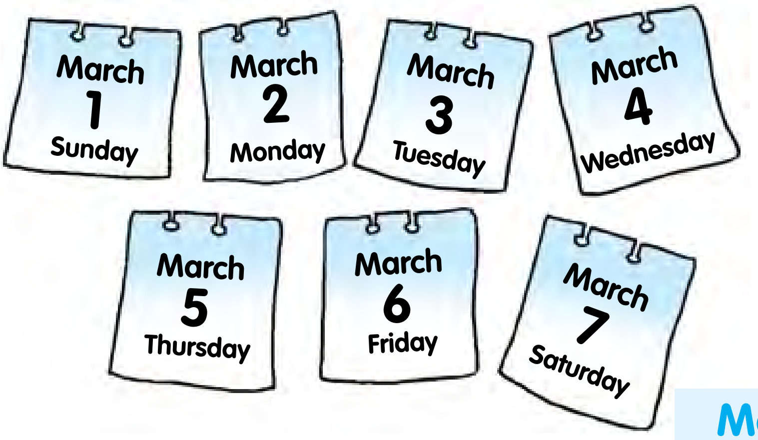
Sydney

Bangkok	New Delhi	
London	Denver	the Grand Canyon
New York	Central Park	the Leaning Tower of Pisa
Paris	the Eiffel Tower	Brooklyn Bridge
Beijing	Big Ben	Pike's Peak

The days of the week and months of the year are proper nouns.

Days

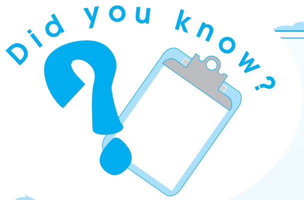
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday





Months

January
February
March
April
May
June
July
August
September
October
November
December



January is the first month of the year.

Sunday is the first day of the week.

A table that shows the months, weeks
days



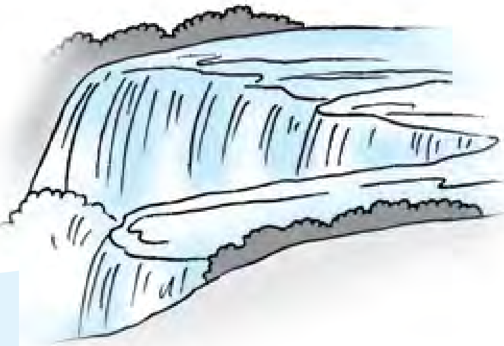
The names of mountains, seas, rivers and lakes are proper nouns.



Mount Everest



the Thames



Niagara Falls

Lake Michigan	
the Alps	the Himalayas
the Dead Sea	the Pacific Ocean
Mount Fuji	the Yellow River

Did you know?

You often use **the** before names of oceans, rivers, seas and ranges of mountains.

Mount means **mountain**.
It is often used in the names of mountains.

For example: Mount Everest
Mount St. Helens

The written short form for **Mount** is **Mt**.
For example: Mt. Everest, Mt. Fuji



The names of festivals, some special events and holidays are proper nouns, too.



Valentine's Day



Father's Day



Halloween



New Year's Day

Word File

Here are more names of festivals and holidays:

Christmas	Mother's Day
Memorial Day	April Fool's Day
Labor Day	Thanksgiving Day
Independence Day	St. Patrick's Day

Exercise 1

Underline the *proper nouns* in the following sentences.

1 July is often the hottest month in summer.
2 One day Ali Baba saw the forty thieves hiding in a cave.
3 Shawn and Ashley are going to the beach for a swim.
4 Mr. Lee is reading a book.
5 "I am your fairy godmother," said the old woman to Cinderella.
6 Uncle Mike is a lawyer.
7 Next Tuesday is a public holiday.
8 Many children enjoyed the movie Lion King.

Exercise 2

Look at the words in the box. Which ones are *common nouns* and which ones are *proper nouns*? Put each word under its correct heading.

Lisa	bank	President Hotel	United Bank
January	beach	White Sand Beach	hotel
doctor	month	Dr. Wang	girl

Common Nouns	Proper Nouns
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

Exercise 3

Write **C** for *common* or **P** for *proper* on the blank before each noun.

1 ______ the White House
2 ______ the green dress
3 ______ the tall building
4 ______ the Empire State Building
5 ______ the Yellow River
6 ______ the muddy river
7 ______ the governor
8 ______ Governor Parker
9 ______ the Oregon Trail
10 ______ the winding trail

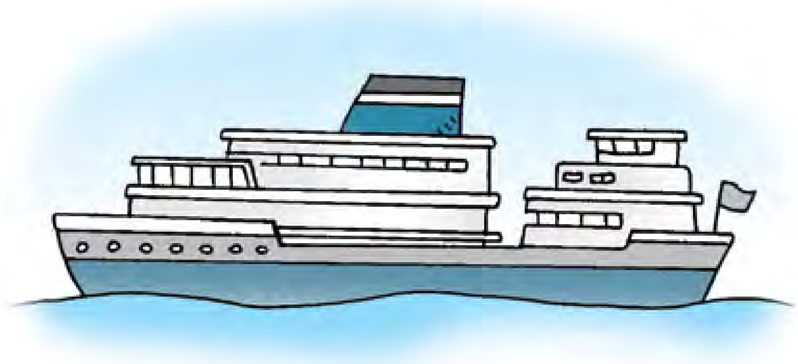
Exercise 4

Underline the nouns that should be capitalized. Circle the nouns that should *not* be capitalized.

1 Robert louis Stevenson wrote treasure island.
2 The Capital of illinois is Springfield.
3 My Friends and I prefer Glittergums toothpaste.
4 Their Family visited Yellowstone national Park.
5 Juan and maria attend kennedy Middle school.
6 We had a Surprise Party for aunt Helen.
7 Spring and Fall are my favorite Seasons.
8 The Manager scolded his lazy Employees.

Singular Nouns

Nouns can be **singular** or **plural**. When you are talking about one person, animal, place, or thing, use a singular noun.



a ship

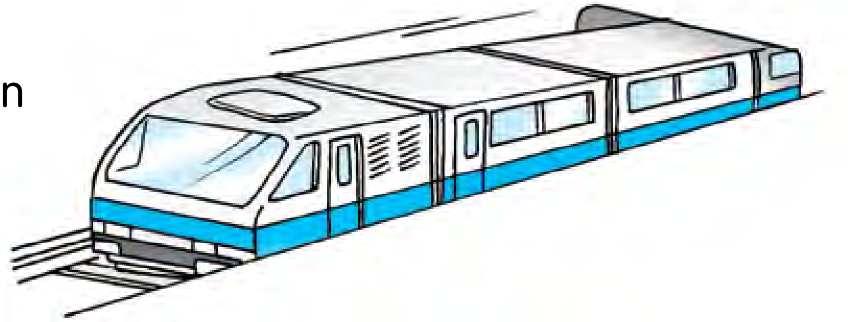
an owl





a woman

a train





a flower

Word File

These are also singular nouns:

an airplane	a letter
a bicycle	a map
a boy	a photograph
a bus	a refrigerator
a comb	a slide
a girl	a swing
a key	a van

Grammar Help

- Use **a** or **an** before singular nouns.
  Use **an** before words beginning with **vowels** (a, e, i, o, u). For example, say:

  an axe
  an egg
  an envelope
  an ice cream
  an igloo
  an orange
  an umbrella
  an uncle

- But some words don't follow this rule. For example, use **a** (not **an**) before these words that begin with **u**:

  a uniform
  a university

- Use **a** before words beginning with the other letters of the alphabet, called **consonants**.
  For example, say:

  a basket
  a bowl
  a car
  a hill
  a house
  a rainbow
  a monster
  a pillow
  a watch
  a zoo

- But some words don't follow this rule. For example, use **an** (not **a**) before these words that begin with **h**:

  an heir
  an honor
  an hour

Plural Nouns

When you are talking about two or more people, animals, places, or things, use plural nouns.
Most nouns are made plural by adding -**s** at the end.



star



star**s**

bat



bat**s**



Word File

Singular	Plural
bird	bird**s**
broom	broom**s**
camel	camel**s**
desk	desk**s**
doll	doll**s**
egg	egg**s**
flower	flower**s**
fork	fork**s**
game	game**s**
lamb	lamb**s**
nest	nest**s**
pen	pen**s**
photo	photo**s**
shirt	shirt**s**
spoon	spoon**s**



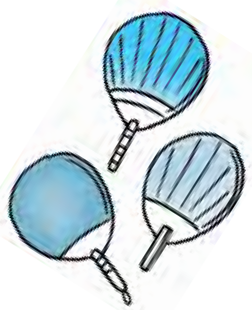
mug



mug**s**



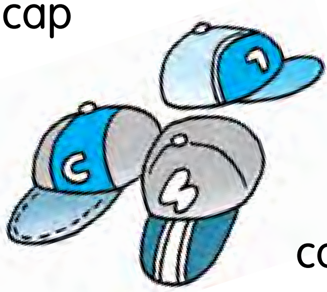
fan



fan**s**



cap



cap**s**

Some plural nouns end in -**es**.

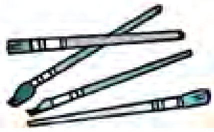

bus


glass


brush


bus**es**


glass**es**


brush**es**

watch

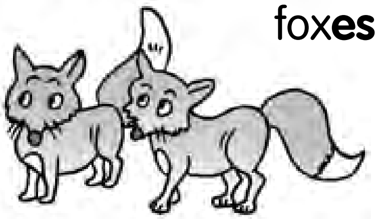


watch**es**



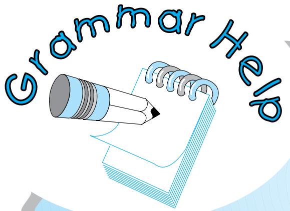

fox

fox**es**

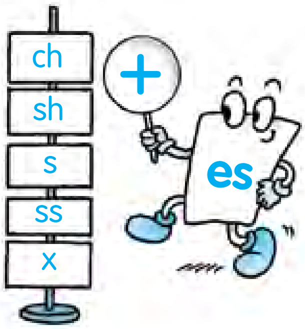


Word File

Singular	Plural
beach	beach**es**
branch	branch**es**
box	box**es**
bush	bush**es**
church	church**es**
dish	dish**es**
dress	dress**es**
sandwich	sandwich**es**
witch	witch**es**



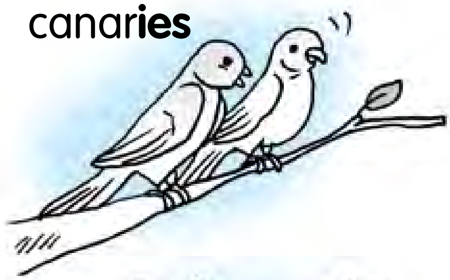
When the last letters of singular nouns are **ch**, **sh**, **s**, **ss** or **x**, you usually add -**es** to form the plural.



Some plural nouns end in -**ies**.







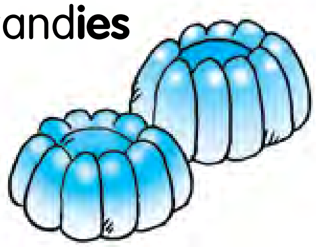




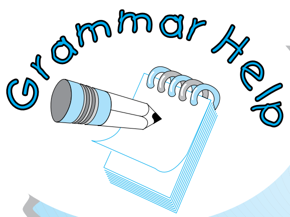


Word File

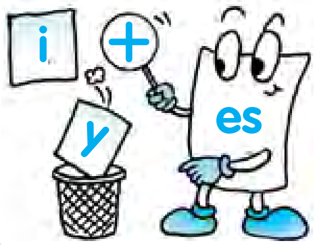
Singular	Plural
baby	bab**ies**
cherry	cherr**ies**
diary	diar**ies**
dictionary	dictionar**ies**
fairy	fair**ies**
family	famil**ies**
fly	fl**ies**
lady	lad**ies**
library	librar**ies**
puppy	pupp**ies**
story	stor**ies**
strawberry	strawberr**ies**



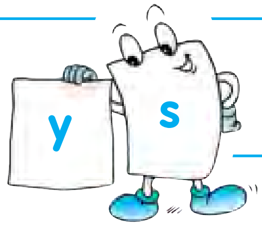




Nouns like these are made plural by changing **y** to **i**, and adding -**es**.



What if there is a vowel before the **y**?
In that case, add -**s** to form the plural.

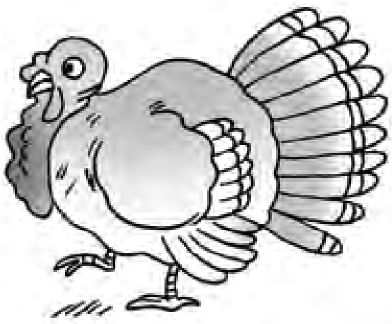




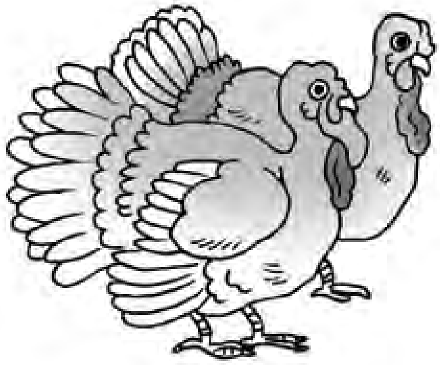
key

keys**s**

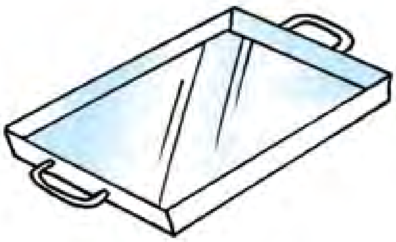




turkey

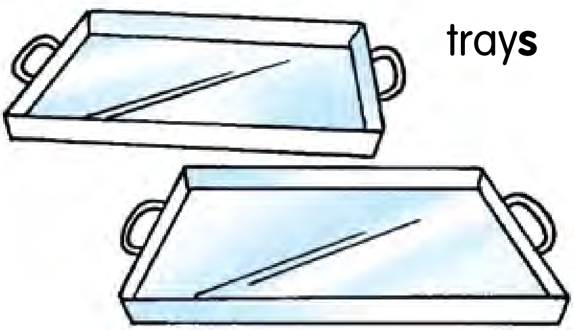


turkey**s**



tray

tray**s**

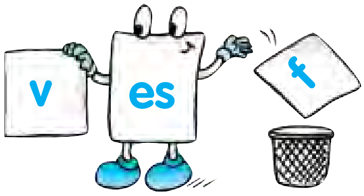


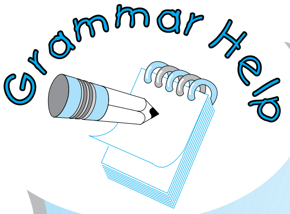
Word File

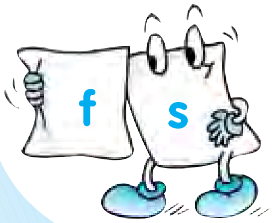
Singular	Plural
chimney	chimney**s**
cowboy	cowboy**s**
day	day**s**
donkey	donkey**s**
jersey	jersey**s**
kidney	kidney**s**
monkey	monkey**s**
toy	toy**s**
trolley	trolley**s**
valley	valley**s**

If a noun ends in -**f**, you often change **f** to **v**, and add -**es**.

Singular	Plural	Singular	Plural
calf	cal**ves**	loaf	loa**ves**
elf	el**ves**	shelf	shel**ves**
half	hal**ves**	thief	thie**ves**
leaf	lea**ves**	wolf	wol**ves**





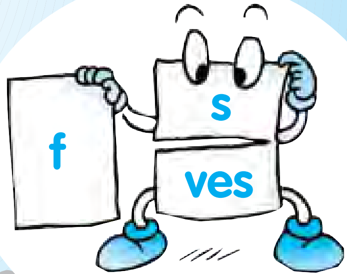


Often nouns that end in -**f**, just need -**s** to form the plural.

Singular	Plural	Singular	Plural
chef	chef**s**	handkerchief	handkerchief**s**
chief	chief**s**	roof	roof**s**
cliff	cliff**s**	sheriff	sheriff**s**

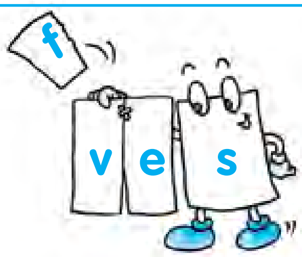
For some words that end in -**f**, the plural can be spelled in two different ways.

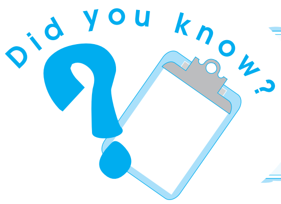
Singular	Plural
dwarf	dwarf**s** or dwar**ves**
hoof	hoof**s** or hoo**ves**
scarf	scarf**s** or scar**ves**



With some words that end in -**fe**, you change **f** to **v**, and add -**s**.

Singular	Plural
knife	kni**ves**
life	li**ves**
wife	wi**ves**





But you only add -**s** to **giraffe** to form the plural.

If a noun ends in -**o**, you just add -**s** to form the plural.



a rhino



rhino**s**



a kangaroo



kangaroo**s**

Word File

Singular	Plural
a hippo	hippo**s**
a video	video**s**
a zoo	zoo**s**

But with some nouns that end in -**o**, you add -**es** to form the plural.



a flamingo



flamingo**es**

Word File

Singular	Plural
a tomato	tomato**es**
a potato	potato**es**
a hero	hero**es**

Grammar Help

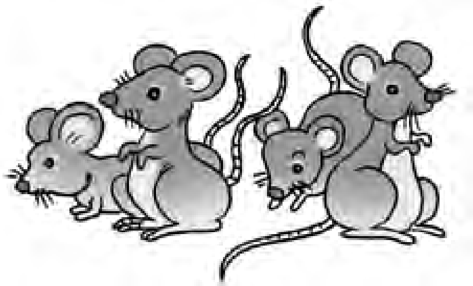
With some nouns that end in -**o**, you can add either -**s** or -**es** to form the plural.

Singular	Plural	Plural
a mango	mangoes	mangos
a mosquito	mosquitoes	mosquitos
a zero	zeroes	zeros
a buffalo	buffaloes	buffalos

Some plural nouns don't follow the -**s** rule. They don't end in -**s**, -**es**, -**ies** or -**ves**. Instead, the word changes form.

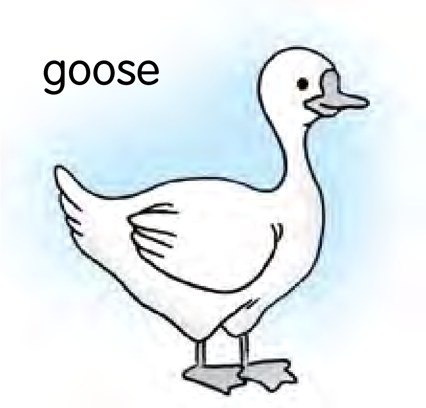


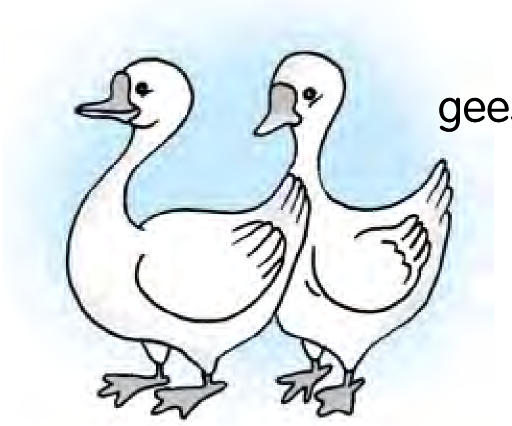
mouse



mice

goose





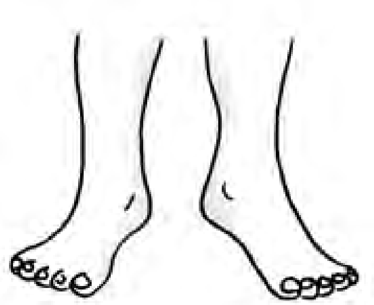
geese

Word File

Singular	Plural
child	children
man	men
ox	oxen
tooth	teeth
woman	women



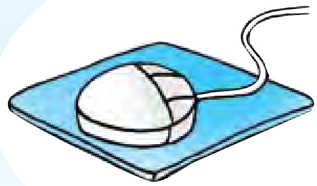
foot



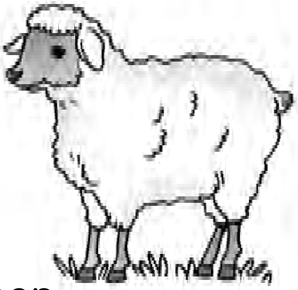
feet

Did you know?

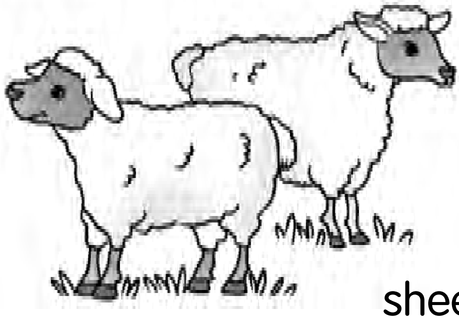
The plural of the **mouse** that you use with your computer is either **mice** or **mouses**.



Some plural nouns are the same as the singular noun.



sheep



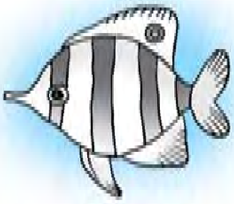
sheep

reindeer



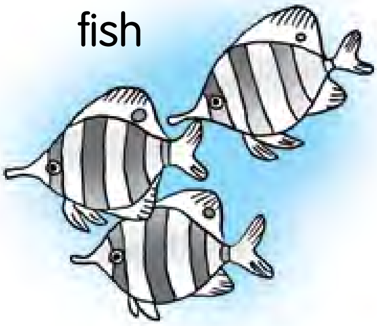


reindeer



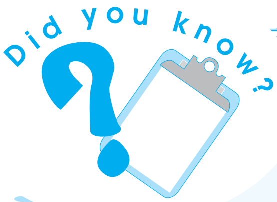
fish

fish



Word File

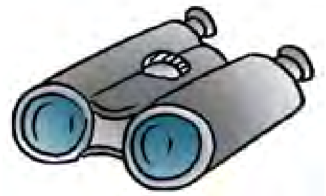
Singular	Plural
bison	bison
deer	deer



You can use **fishes** as the plural of **fish** when you are talking about different kinds of fish: all the **fishes** of the Pacific Ocean.



Some nouns are always plural.

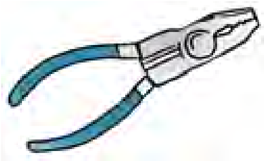

binoculars

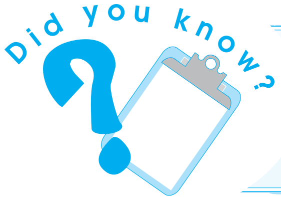

goggles


jeans

Word File

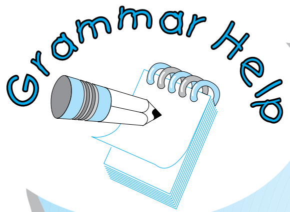
pants
pajamas
shorts
trousers
sandals
scissors
sneakers
slippers
stockings


pliers



Another word for **spectacles** is **glasses**.


spectacles



You can make these plural nouns singular by using **a pair of**:

a pair of binoculars
a pair of spectacles
a pair of goggles
a pair of jeans
a pair of shorts
a pair of pliers


a pair of shoes

Exercise 1

Look at the words below. Do you know which ones are *singular* and which are *plural*? Put a checkmark (✓) in the correct box.

	Singular	Plural
word		
pencils		
books		
fan		
hat		
children		
kites		
people		
crab		
foxes		

Exercise 2

Do you add *-s* or *-es* to these singular nouns to make them plural? Write your answers on the lines.

Singular	Plural	Singular	Plural
1 desk	______________	6 basket	______________
2 class	______________	7 peach	______________
3 comb	______________	8 belt	______________
4 mug	______________	9 taxi	______________
5 bus	______________	10 box	______________

Exercise 3

Do you change *-y* to *-ies,* or just add *-s* to make these singular nouns plural? Write your anwers.

Singular	Plural	Singular	Plural
1 key	________	6 toy	________
2 city	________	7 baby	________
3 butterfly	________	8 party	________
4 monkey	________	9 chimney	________
5 fly	________	10 lady	________

Exercise 4

All these singular nouns end with *-o*. Add either *-s* or *-es* as you write the plurals on the line.

Singular	Plural	Singular	Plural
1 video	________	6 radio	________
2 piano	________	7 hippo	________
3 mango	________	8 zoo	________
4 kangaroo	________	9 zero	________
5 rhino	________	10 photo	________

Collective Nouns

Collective nouns are words for groups of people, animals or things.

These are nouns for groups of people.


a family

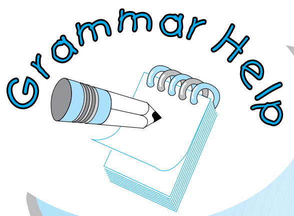

a crew

an orchestra


Word File

Here are some more groups of people:

an audience	a gang
a band	a group
a choir	a team
a class	



Many **collective nouns** can be used with a singular or plural verb.
For example:

My family **was** happy to see me.
or
My family **were** happy to see me.

But the following collective nouns always take a plural verb:

cattle   people   the police

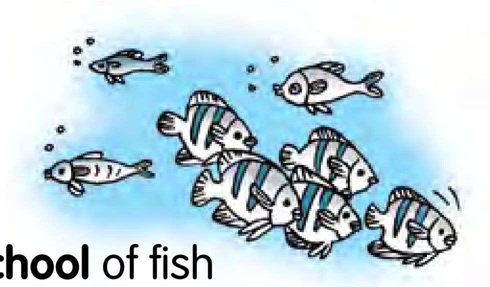
Here are more collective nouns that are used for groups of people, animals or things.



a **band** of musicians



a **brood** of chickens



a **school** of fish



a **team** of players



a **flight** of steps

Word File

Here are some more collective nouns:

a **bunch** of keys
a **class** of pupils
a **collection** of books
a **deck** of cards
a **fleet** of ships
a **flock** of sheep
a **gaggle** of geese
a **gang** of robbers
a **herd** of cattle
a **litter** of cubs
a **pod** of whales
a **pack** of wolves
a **pride** of lions
a **set** of stamps
a **swarm** of bees
a **troupe** of actors

Exercise

Farmer John had *several different* kinds of animals on his farm. Write the correct *collective* noun for each group of his animals.



Farmer John had:

a ____________ of geese

a ____________ of sheep

a ____________ of cattle

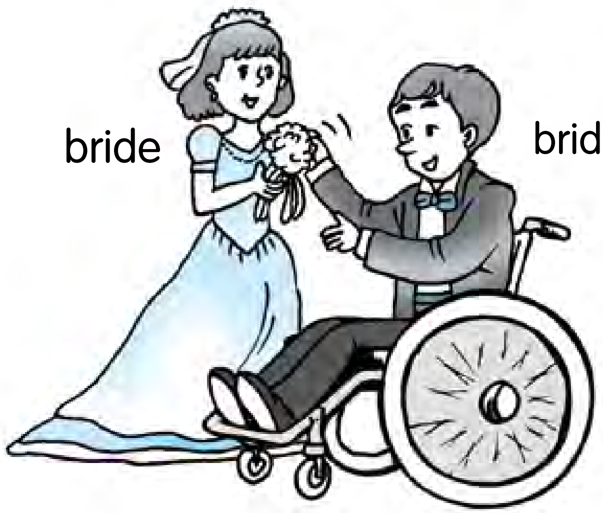
a ____________ of horses

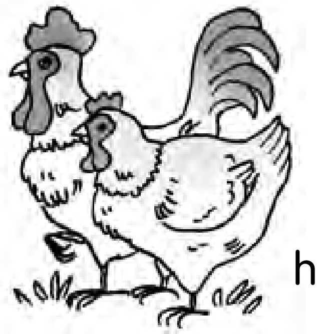
One day a ____________ of coyotes tried to attack his animals. Farmer John yelled and waved a pitchfork to frighten them away.

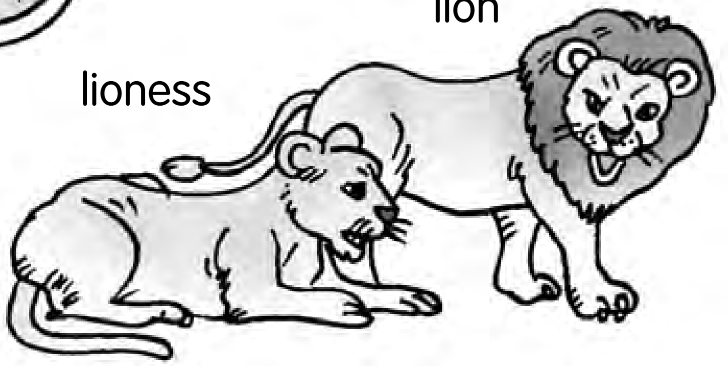
Masculine and Feminine Nouns

Masculine nouns are words for men and boys, and male animals.

Feminine nouns are words for women and girls, and female animals.









Word File

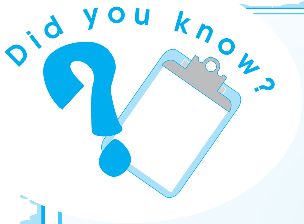
Masculine	Feminine
boy	girl
man	woman
prince	princess
steward	stewardess
waiter	waitress

Here are some more masculine and feminine nouns for people.



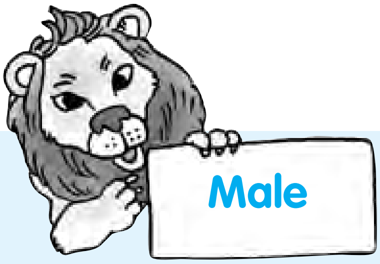


Masculine	Feminine
actor	actress
brother	sister
emperor	empress
father	mother
gentleman	lady
grandfather	grandmother
grandson	granddaughter
headmaster	headmistress
man	woman
master	mistress
nephew	niece
prince	princess
son	daughter
steward	stewardess
uncle	aunt
wizard	witch



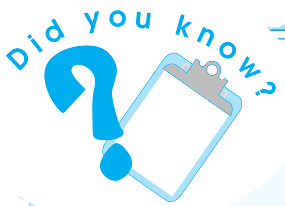
Masculine nouns belong to the **masculine gender.**
Feminine nouns belong to the **feminine gender**.

Here are some masculine and feminine nouns for male and female animals.





Animal	Male	Female
chicken	rooster	hen
cattle	bull	cow
deer	buck	doe
donkey	jack	jenny
duck	drake	duck
fox	fox	vixen
goose	gander	goose
horse	stallion	mare
lion	lion	lioness
sheep	ram	ewe
tiger	tiger	tigress



Nouns that end in -**ess** and -**ress** often belong to the feminine gender. For example:

act**ress**	steward**ess**
lion**ess**	tig**ress**
princ**ess**	wait**ress**

Many nouns are used for both males and females.



doctors



dancers



scientists

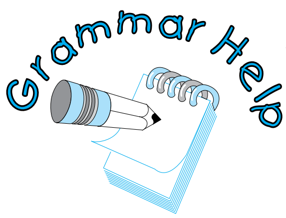


hairdressers

Word File

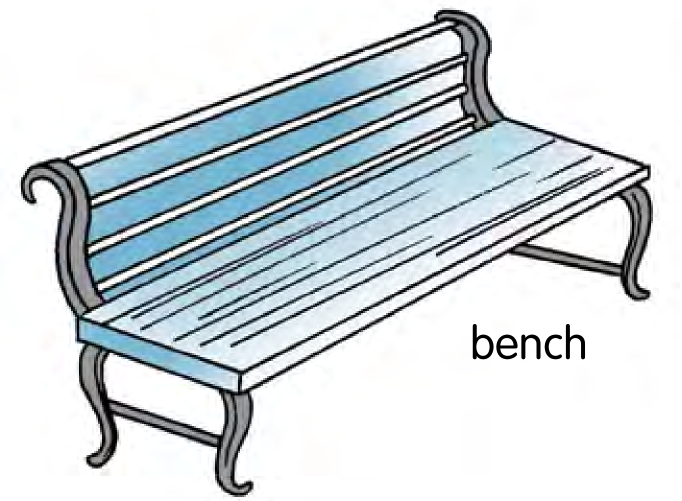
Nouns like these are used for both males and females:

accountants	parents
artists	managers
designers	pupils
engineers	singers
lawyers	teachers



We call these nouns **common-gender** nouns.

Words for things that are neither male nor female are called **neuter nouns**.



bench

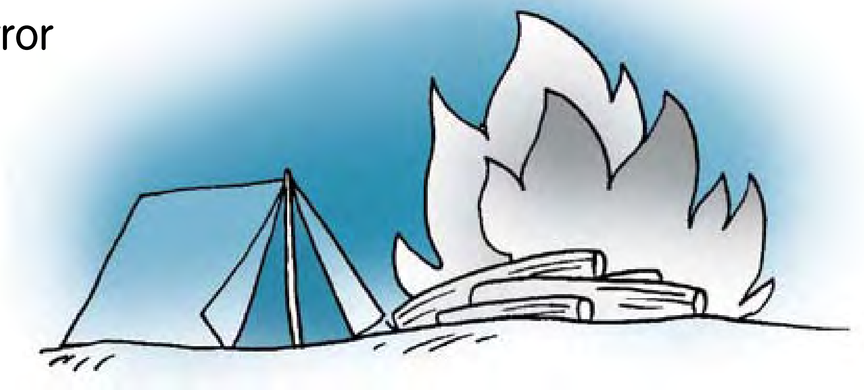
leaves



mirror



fire



waterfall



Word File

Here are some neuter nouns:

ball	forest
building	gymnasium
broom	playground
cake	rock
computer	sky
card	socks
floor	wind

Exercise 1

Fill in the blanks with the correct *masculine* or *feminine* nouns.

	Masculine	Feminine
1	master	____________
2	uncle	____________
3	____________	niece
4	____________	lioness
5	tiger	____________
6	____________	empress
7	husband	____________
8	son	____________
9	____________	mother
10	____________	madam

Exercise 2

Fill in each blank with a suitable *masculine* or *feminine* noun.

1 The host and the ____________ welcomed their guests.

2 The steward and the ____________ look after the passengers on the plane.

3 My uncle and ________ lived in Nebraska.

4 The king and the _________ had two children, a boy and a ________. The prince was eight and the ____________ was five.

5 Ladies and ______________ , welcome to our party this evening.

Exercise 3

Look at the words in the box. Write each word under its correct heading.

children	sun	witch	king
boy	son	father	girl
mother	queen	file	teacher
lamp	doctor	dancer	wizard
ram	rooster	elf	fish

Masculine	Feminine	Common Gender	Neuter
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________

4 Pronouns

A **pronoun** is a word that takes the place of a common noun or a proper noun. There are different kinds of pronouns.

Personal Pronouns

The words **I**, **you**, **he**, **she**, **it**, **we** and **they** are called **personal pronouns**. They take the place of nouns and are used as the **subject** of the verb in a sentence.

My name is **David**. I am the youngest in the family.

This is **my father**. He is a teacher.

This is **my mother**. She is a lawyer.

I have **a brother** and **two sisters**.

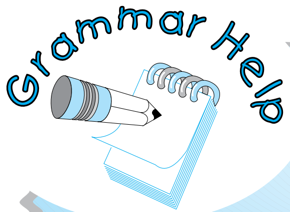
They are Peter, Sharon and Jenny.

I have **a dog**. It is called Lucky.

Lucky, you are a good dog.

Good morning, **children**! You may sit down now.

My family and I live in a big city. We have an apartment.



The **subject** of a sentence is the person, animal, place or thing that does the action shown by the verb.

The words **me**, **you**, **him**, **her**, **it**, **us** and **them** are also personal pronouns. They also take the place of nouns.

These pronouns are used as the **object** of the verb in a sentence.

I am standing on my head. Look at **me**.

My mother is kind. Everybody likes **her**.

Lisa, I told **you** to tidy your bed!

Sharon and Jenny! Dad is waiting for **you**!

Lucky and I are playing in the park. Dad is watching **us**.

You must not play with **the knife**. Give **it** to **me**.

Pick up **your toys** and put **them** away.



Baby birds cannot fly.
Mother bird has to feed **them**.

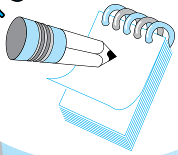


Tom likes riding **my bicycle**.
I sometimes lend **it** to **him**.

Grammar Help

The **object** of a sentence is the person, animal, place or thing that receives the action shown by the verb.

Grammar Help



There are three groups of pronouns: **first person**, **second person** and **third person.**

The **person speaking** is called the **first person**. The first-person pronouns are **I** or **me** (in the singular) and **we** or **us** (in the plural).

The **person spoken to** is called the **second person**. The second-person pronoun is **you** (in both singular and plural).

The **person** (or **animal**, or **thing**) **spoken about** is called the **third person**. The third-person pronouns are **he** or **him**, **she** or **her**, and **it** (in the singular), and **they** or **them** (in the plural).

The word **I** is always spelled with a capital letter.
The pronoun **he** is used for men and boys, **she** for women and girls, and **it** for things and animals.

Here is a table to help you.

	Subject	Object
First person singular	I	me
Second person singular	you	you
Third person singular	he	him
	she	her
	it	it
First person plural	we	us
Second person plural	you	you
Third person plural	they	them

Reflexive Pronouns

The words **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves** and **themselves** are called **reflexive pronouns**.

They refer to the person or animal that is the subject of the verb.

I made this cake **myself**.

Be careful with the knife. **You**'ll cut **yourself**.

Michael is looking at **himself** in the mirror.

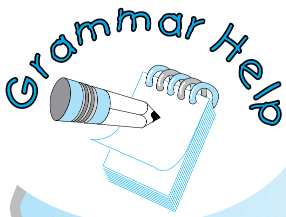
Susan has hurt **herself**.

Our **cat** washes **itself** after each meal.

We organized the party all by **ourselves**.

Come in, **children**, and find **yourselves** a seat.

Baby birds are too young to look after **themselves**.



Here is a table to remind you about reflexive pronouns.

	Singular	**Plural**
First person	(I,me) myself	(we,us) ourselves
Second person	(you) yourself	(you) yourselves
Third person	(he, him) himself	(they, them) themselves
	(she, her) herself	(they, them) themselves
	(it) itself	(they, them) themselves

Interrogative Pronouns

The words **who**, **whom**, **whose**, **what** and **which** are called interrogative pronouns.

These pronouns are used to ask questions.

Who

Who is he talking to?
Who are those people?

Whom

Whom are you playing with?
Whom is he talking to?

Which

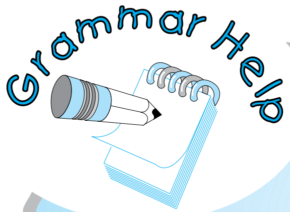
Which of these bags is yours?
Which do you prefer?

Whose

Whose is this umbrella?
Whose are these gloves?

What

What is your dog's name?
What are you talking about?
What is the time?



Who can be used as the **object** of a verb as well as the **subject**.

Whom is used only as the **object**. For example, you can say:

Who are you playing with?
or
Whom are you playing with?

Demonstrative Pronouns

The words **this**, **these**, **that** and **those** are called **demonstrative pronouns**. They are showing words.

Those are goats.



These are sheep.

This is my house.
This is a hill.
These are donkeys.
What is **this**?
Did you drop **this**?
Hi, Jane! **This** is Michael!

That is John's house.
That is a mountain.
Those are horses.
What are **those**?
We can do better than **that**.
No, **that**'s not mine.
You mean you won? **That**'s amazing!
Hello, who is **that** speaking, please?
Hello, is **that** you, George?

Grammar Help

You use **this** and **these** when you point to things **near** you.
You use **that** and **those** when you point to things **farther away**.

Demonstrative pronouns can be singular or plural:

Singular	Plural
this	these
that	those

Exercise 1

Draw a line to join each of the *subject pronouns* to the *object pronoun* that matches.

I	he	it	she	they	you	we
us	her	you	them	me	him	it

Exercise 2

Fill in the blanks with the correct pronouns.

1 Peter and I are brothers. ________ share a bedroom together.

2 Sue isn't well. Dad is taking ________ to see a doctor.

3 My brother is a teacher. ________ teaches English.

4 All his students like ________ very much.

5 Children, ________ are making too much noise!

6 Who are those people? Where are ________ from?

7 Mom is a doctor. ________ works in a hospital.

8 The sky is getting dark. ________ is going to rain.

9 John, we are all waiting for ________. Are you coming with ________?

10 May ________ borrow your pen?

11 Yes, of course. When can you return ________ to ________?

12 What are ________ reading, Jenny?

Exercise 3

Fill in the blanks with the correct *reflexive pronouns* from the box.

yourselves	themselves	itself	myself
himself	yourself	ourselves	herself

1 No one can help us. We have to help ____________.
2 Jane always makes the bed by ____________.
3 They painted the wall all by ____________.
4 I hurt ____________ in the playground yesterday.
5 John, you must behave __________ before your friends.
6 Children, you must do the homework ____________.
7 Tom defended ____________ against the bullies.
8 The dog is scratching ____________.

Exercise 4

Write the correct *interrogative pronouns* in the blanks to complete the sentences:

1 _______ is the matter with you?
2 _______ invented the computer?
3 _______ of the twins is older?
4 _______ do you wish to speak to?
5 _______ is this car in front of our house?
6 _______ knows the answer?
7 _______ came first, the chicken or the egg?
8 _______ would you like to drink?
9 _______ of them do you think will win the race?
10 _______ is the word for a stamp collector?

5 Adjectives

An **adjective** is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence.



a **smart** dog



an **old** building



a **tall** basketball player

a **busy** street
a **dark** corner
a **deep** sea
a **large** bed
It is **windy**.
John's handwriting is very **neat.**
The sea is **rough**.
All the players are very **tall**.
The baby's hands are very **small**.
Sue's drawing is **beautiful**.
That problem is too **difficult**.
Peter is very **quiet** today.



a **low** fence

Exercise 1

Underline the *adjectives* in the following sentences.

1 There is an empty room upstairs.
2 It's a hot summer.
3 You are so kind.
4 Don't be crazy.
5 This park is clean and green.
6 Many people exercise to keep healthy.
7 I think these eggs are rotten.
8 We are all bored. There isn't anything to do.
9 The pupils don't find the joke amusing.
10 James was absent because he was ill.

Exercise 2

Fill in the blanks with suitable *adjectives* from the box.

hot	large	short	free
high	sweet	poor	playful

1 The ice cream is very __________.
2 It's very __________ in summer.
3 The company is giving away __________ gifts to its customers.
4 They live in a __________ house.
5 Jean is wearing a __________ skirt.
6 The climbers are climbing up a __________ mountain.
7 These puppies are very __________.
8 Many __________ people have no home.

Adjective Endings

Adjectives have different **endings**.
Some adjectives end in -**ful** or -**less**.



homeless people



playful puppies

a **beautiful** dress
a **careless** driver
a **faithful** dog
a **harmless** insect
a **useful** tool

Grammar Help

An adjective that ends in -**less** is the opposite of the same adjective that ends in -**ful**.
For example:

careful	–	careless	useful	–	useless
colorful	–	colorless	harmful	–	harmless

The -**ful** ending means **having a lot of something**.
For example:

painful	=	having a lot of pain
hopeful	=	having a lot of hope

The -**less** ending means **without**.
For example:

leafless	=	without leaves
sleeveless	=	without sleeves



Some adjectives end in -**y**.

a **dirty** street
a **noisy** room
an **oily** pot
a **sleepy** passenger
a **sunny** day



a **stormy** sea



a **muddy** path

Some adjectives end in -**ive**.

an **active** child
an **attractive** hat
a **creative** toy

an **expensive** necklace





talkative pupils

Some adjectives end in -**ing**.

a **caring** nurse
an **interesting** book
loving parents
matching clothes
a **smiling** face

a **cunning** fox





dazzling sunshine

Some adjectives end in -**ly**.

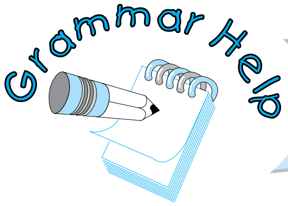
a **costly** diamond ring
an **elderly** woman
lively kittens
a **lonely** boy
a **lovely** girl
a **weekly** magazine

a **daily** newspaper





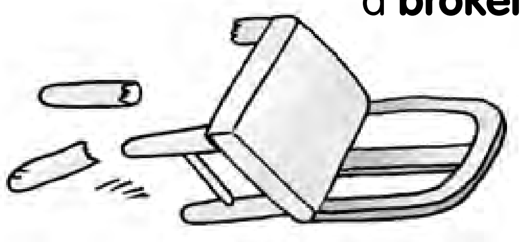
a **friendly** police officer



Many **adverbs** also end in -**ly**.

Here are some adjectives with the endings -**able**, -**al**, -**en**, -**ible**, -**ish** and -**ous**.

a **broken** chair





a **famous** pop singer

childish behavior
a **comfortable** chair
a **dangerous** place
a **foolish** act
a **horrible** smell
a **loveable** koala

a **national** costume
a **musical** instrument
a **terrible** mess
a **woolen** sweater
a **wooden** table



a **poisonous** snake

Exercise 1

Add the correct endings to turn these words into *adjectives*.

-y	-ful	-less	-al

1 peace ____________

2 storm ____________

3 mud ____________

4 forget ____________

5 spot ____________

6 dirt ____________

7 music ____________

8 nation ____________

9 dust ____________

10 play ____________

Exercise 2

Add the correct endings to turn these words into *adjectives*.

-en	-y	-ing
-ish	-ous	-ly

1 wind ____________

2 gold ____________

3 friend ____________

4 rot ____________

5 danger ____________

6 fool ____________

7 charm ____________

8 child ____________

9 love ____________

10 interest ____________

Kinds of Adjectives

There are different kinds of adjectives.
Some adjectives describe the **qualities** of nouns.



a **cold** drink



a **hot** bun



an **ugly** monster



a **fierce** dog



a **loud** crash

a **beautiful** rainbow
a **clever** monkey
a **difficult** question
happy children
a **kind** lady
a **new** car
an **old** house
a **pretty** girl
a **rich** family
a **sad** story
a **strong** man
a **wicked** queen

Some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called **adjectives of origin**.



Chinese kungfu



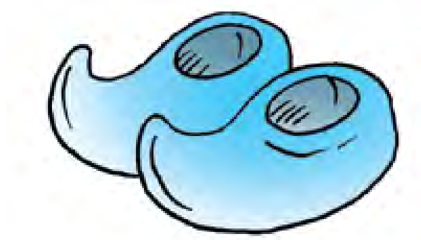
an **Indian** temple



A **Filipino** shirt



a **Mexican** hat



Dutch clogs

Australian apples
a **Balinese** dancer
the **English** language
the **French** flag
an **Italian** car
a **Japanese** garden
a **Scottish** kilt
Thai boxing

Some adjectives tell you the **color** of things.



Please get me some **white** paint.



The sky is **gray**.

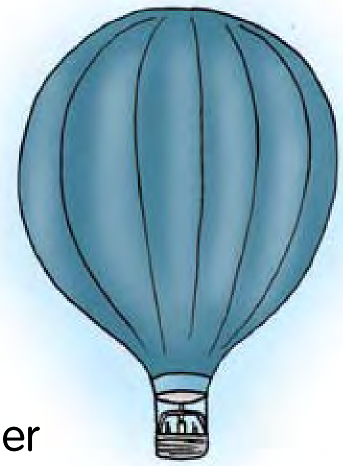


Your hands are **black**!

The sea is **blue**.
George is wearing **brown** shoes.
I don't like **green** apples.
Carrots are **orange**.
Flamingos are **pink**.
Eggplants are **purple**.
Roses are **red**.

Some adjectives tell you the **size** of the nouns they describe.

a **huge** balloon



a **big** hat
broad shoulders
a **high** mountain
a **large** ship
a **long** bridge
a **low** ceiling
a **narrow** path
small animals
tiny insects
a **wide** street

a **fat** sumo wrestler



a **thin** boy



a **short** man



Did you know?

The word **tall** describes people and narrow, upright objects. For example, you can say:

a **tall** girl   a **tall** bookcase

The word **high** describes bigger or wider objects that reach a great height. For example, you can say:

a **high** mountain   a **high** wall

Numbers are adjectives, too. They tell you how many people, animals, or things there are. Sometimes they are called **adjectives of quantity**.



one giant



two princes



three princesses



four mermaids



five witches



six fairies



seven elves



eight puppets



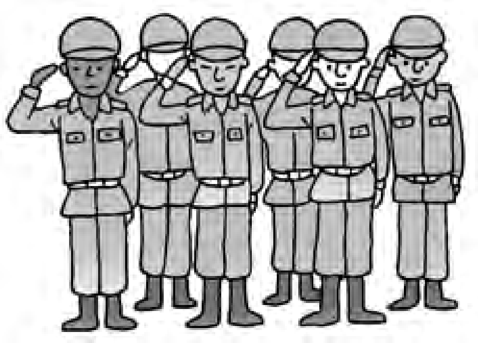
nine dwarfs



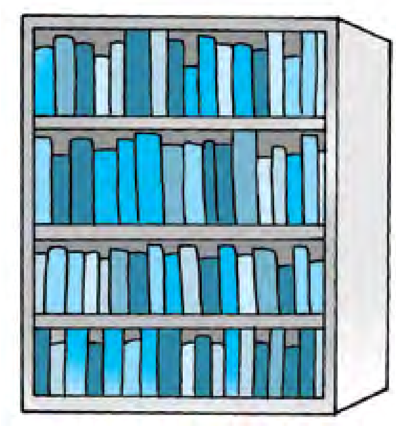
ten angels

eleven hens
twelve geese
thirteen birds
fourteen mice
fifteen frogs
sixteen snails
seventeen kittens
eighteen ants
nineteen lizards
twenty butterflies

Other adjectives tell you something about quantity without giving you the exact number.



some soldiers



a lot of books

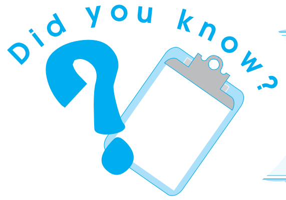
a little ice cream
a little rice
not **many** people
too **much** salt
lots of insects
plenty of money
some food
Is there **any** milk?



a few cups



a few puppies



Adjectives that tell you about **quantity** are also called **quantifying determiners**.

Exercise

Look at the underlined words in the following sentences. Do you know what kinds of adjectives they are?

In the blanks write *C* if the underlined words tell you about *color*, *S* if they tell you about *size*, *Ql* if they tell you about *quality*, *O* if they tell you about *origin*, or *Qn* if they tell you about the *number* or *quantity* of things.

1 Dad has <u>two</u> pairs of shoes. ____

2 One pair is <u>brown</u> and the other pair is <u>black</u>. ____ ____

3 This is a very <u>simple</u> puzzle. ____

4 What color is the <u>American</u> flag? ____

5 A <u>kind</u> fairy appeared before Cinderella. ____

6 He is a <u>proud</u> man. ____

7 There is <u>some</u> food left. ____

8 Tom is wearing a <u>blue</u> T-shirt. ____

9 Jack has <u>ten</u> marbles; Peter has <u>twenty</u>. ____ ____

10 How <u>many</u> marbles have Jack and Peter altogether? ____

11 There is an <u>Indian</u> temple in the city. ____

12 There is a <u>large</u> crowd outside the temple. ____

13 My house is just <u>a few</u> miles from the school. ____

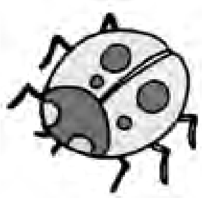
14 They are driving a <u>small</u> car. ____

15 Sue likes those <u>yellow</u> and <u>red</u> balloons. ____ ____

Comparison of Adjectives

When you compare two people or things, use the **comparative** form of the adjective.

Lots of comparative adjectives end in -**er**.



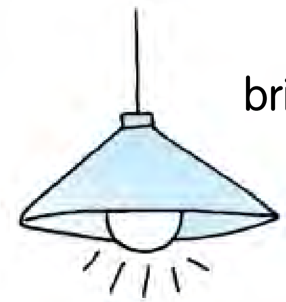
small



smaller

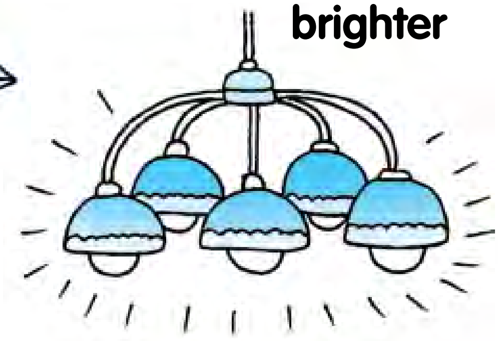
fast **faster**





bright

brighter



cheap	**cheaper**
clear	**clearer**
loud	**louder**
new	**newer**
old	**older**
rich	**richer**
short	**shorter**
tall	**taller**
slow	**slower**
thick	**thicker**

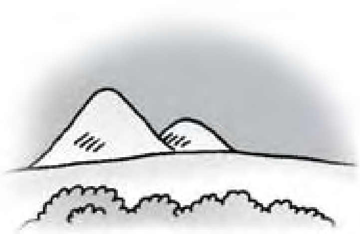
Grammar Help

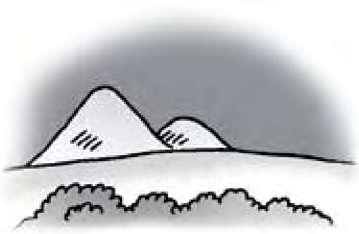
The word **than** is often used with comparative adjectives. For example, you might say:

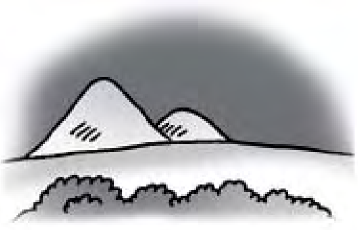
Jack is taller **than** John.

A sports car is faster **than** a motorbike.

Use the **superlative** form of an adjective to compare three or more nouns. Lots of superlatives end in -**est**.


dark


darker


darkest


thick


thicker


thickest

clean	cleaner	**cleanest**
easy	easier	**easiest**
fat	fatter	**fattest**
flat	flatter	**flattest**
heavy	heavier	**heaviest**
hot	hotter	**hottest**
narrow	narrower	**narrowest**
noisy	noisier	**noisiest**
simple	simpler	**simplest**
thin	thinner	**thinnest**
wet	wetter	**wettest**


long


longer


longest

Grammar Help

You often add **the** before the superlative form. For example, you say:

Mount Everest is **the** highest mountain in the world.

Peter is **the** tallest boy in his class.

Grammar Help

- With adjectives that end in -**e**, add -**r** to form the **comparative**, and -**st** to form the **superlative**. For example:

	Comparative	Superlative
close	close**r**	close**st**
large	large**r**	large**st**
safe	safe**r**	safe**st**
wide	wide**r**	wide**st**

- Some adjectives have only one syllable, end with a consonant, and have a single vowel before the consonant. With these adjectives, double the last letter before adding –**er** to form the **comparative**, and -**est** to form the **superlative**. For example:

	Comparative	Superlative
big	bi**gger**	bi**ggest**
dim	di**mmer**	di**mmest**
mad	ma**dder**	ma**ddest**
sad	sa**dder**	sa**ddest**

- Some adjectives have two syllables and end in -**y**. With these adjectives change the **y** to **i**. Then add -**er** to form the **comparative**, and -**est** to form the **superlative**. For example:

	Comparative	Superlative
busy	bus**ier**	bus**iest**
dirty	dirt**ier**	dirt**iest**
happy	happ**ier**	happ**iest**
pretty	prett**ier**	prett**iest**

With some adjectives, you use **more** to make the comparative form, and **most** to make the superlative form.



beautiful

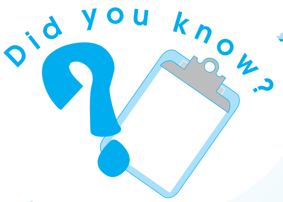


more beautiful



most beautiful

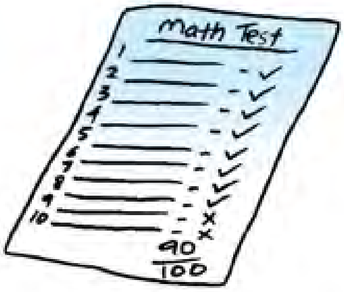
active	**more** active	**most** active
charming	**more** charming	**most** charming
cheerful	**more** cheerful	**most** cheerful
comfortable	**more** comfortable	**most** comfortable
delicious	**more** delicious	**most** delicious



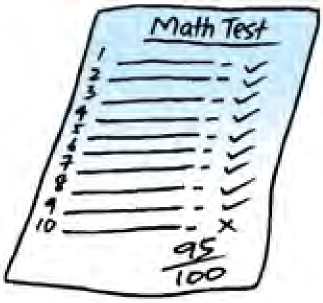
Adjectives that form their comparative and superlative with **more** and **most** are usually adjectives with two or more **syllables**, or sounds. For example:

ac-tive	ex-pen-sive
beau-ti-ful	fa-mous
charm-ing	for-tu-nate
cheer-ful	in-tel-li-gent
com-fort-a-ble	pow-er-ful
de-li-cious	val-u-a-ble

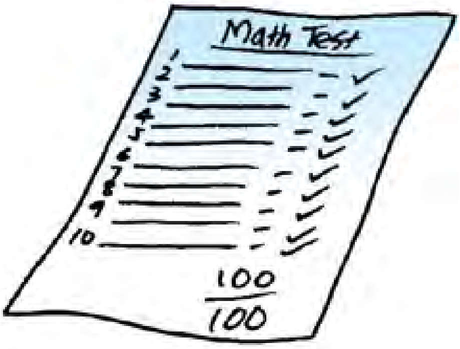
The comparative and superlative forms of some adjectives are completely different words.



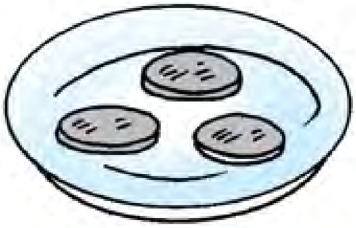
good



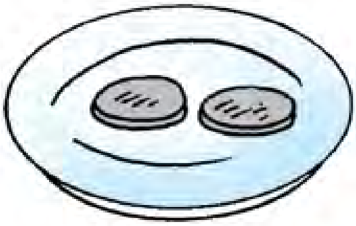
better



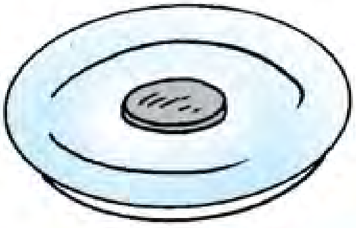
best



little



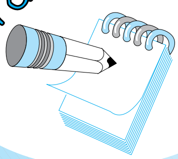
less



least

bad	**worse**	**worst**
few	**less**	**least**
many	**more**	**most**
much	**more**	**most**

Grammar Help



With these adjectives, you don't add -**er** or **more** to form the comparative, or -**est** or **most** to form the superlative.

Exercise 1

Fill in the blanks with the correct *comparative* and *superlative* forms of the following *adjectives*.

	Comparative	Superlative
hard	____________	____________
cold	____________	____________
soft	____________	____________
tall	____________	____________
rich	____________	____________
mad	____________	____________
funny	____________	____________
big	____________	____________
sad	____________	____________
busy	____________	____________
noisy	____________	____________

Exercise 2

Fill in the blanks with the correct *comparative* and *superlative* forms of the following *adjectives*.

	Comparative	Superlative
foolish	____________	____________
harmful	____________	____________
poisonous	____________	____________
valuable	____________	____________
difficult	____________	____________
generous	____________	____________

6 Determiners

Determiners are words such as **this**, **those**, **my**, **their**, **which**. They are special adjectives that are used before nouns.

The Articles

The words **a**, **an** and **the** belong to this group of words called **determiners.**

The words **a** and **an** are called **indefinite articles**. You can use them with singular nouns to talk about any single person or thing.

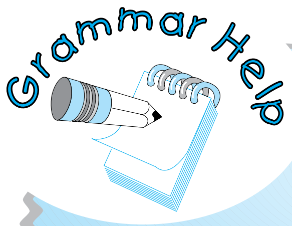


Do you wear **a** uniform to school?

Can you hear **a** bird singing ?



This is **a** picture of **an** elephant.
Rudy is reading **a** book.
Mom bought me **a** new dress today.
You will need **an** umbrella when you go out.
She eats **an** apple **a** day.



The article **an** is usually used before words beginning with **vowels**. The article **a** is used before words beginning with **consonants**.

The word **the** is called the **definite article**. Use **the** before a noun when you are talking about a certain person or thing.



The telephone is ringing.



Tom has won **the** race.



Where's **the** cat?
I think she is under **the** bed.

Granny is sitting in **the** garden.
The street is very busy today.
The sky is getting dark.



The ice is melting.

Grammar Help

You also use **the** before a noun when there is only **one**. For example:

the sun
the moon
the sky
the front door of my house

Demonstrative Determiners

The words **this**, **that**, **these** and **those** are determiners. They are used to tell which thing or person you mean. These words are called **demonstrative determiners**, or **demonstrative adjectives**.

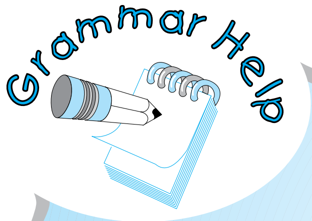


James lives in **this** house.



I am keeping **these** books.
I am selling **those** books.

This ice cream is delicious.
How much is **that** racket?
What is **that** animal?
Bring me **that** ball.
Would you like **these** apples?



You use **this** and **these** to point to people or things **near** you.

You use **that** and **those** to point to people or things that are **farther** from you.

You use **this** and **that** before singular nouns.
You use **these** and **those** before plural nouns.

Here's a table to help you remember the rules:

Singular	Plural
this	these
that	those

Interrogative Determiners

Use the words **what**, **which** and **whose** before nouns to ask about people or things. These words are called **interrogative determiners** or **interrrogative adjectives**.

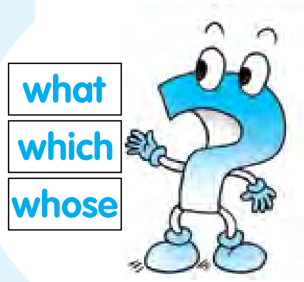


What size do you wear?



What kind of bird is that?

What time is it?
What color is her hair?
What kind of clothes do you like to wear?
Which school do you go to?
Which doll is your favorite?
Which road leads to the zoo?
Which runner is the winner?
Do you know **which** girl won the prize?
Whose footprints are these?
Whose baby is this?
Whose dog was barking in the middle of the night?



Possessive Determiners

The words **my**, **your**, **his**, **her**, **its**, **our**, **their** are called **possessive determiners** or **posessive adjectives**. Use these words before nouns to say who something belongs to.



I lent Margaret **my** guitar.



The dentist asked **his** patient to open **her** mouth.

Is this **your** house?
Robert, **your** handwriting is difficult to read.
Michael is showing **his** tortoise to **his** friends.
My sister lost **her** way in the city.
The lion is chasing **its** prey.

Grammar Help

Here is a table to help you remember the **possessive determiners**.

	Singular	Plural
First person	my	our
Second person	your	your
Third person	his	their
	her	their
	its	their

Exercise 1

Fill in the blanks with *a, an* or *the*.

1 __________ owl
2 __________ rocket
3 __________ apron
4 __________ sun
5 __________ page
6 __________ computer
7 __________ moon
8 __________ Missouri River
9 __________ mango
10 __________ animal
11 __________ eagle
12 __________ baby

Exercise 2

Write *a, an* or *the* in the blanks to complete the sentences.

1 There is ________ rainbow in ________ sky.
2 Who is ________ man outside ______ gate?
3 ________ doctor gave Jane ________ injection.
4 Paul opened ________ door to let ________ dog in.
5 Mark is ________ only child in _______ family.
6 What's ______ largest animal in ________ world?
7 There's ________ nest in ________ tree.
8 Sue is writing ________ letter to her grandfather.
9 Jack has ________ brother and ________ sister.
10 We reached ________ top of ______ hill in two hours.

Exercise 3

Fill in the blanks with the correct *demonstrative adjectives*.

1 Come and look at ________ insects.

2 Stop ________ man!

3 I was in fifth grade last year. I am in sixth grade ________ year.

4 Bring ________ chairs here.

5 ________ ice cream is delicious.

6 Can you see ________ stars in the sky?

Exercise 4

Are the underlined words *demonstrative adjectives* or *demonstrative pronouns*? Write *DA* (for demonstrative adjectives) or *DP* (for demonstrative pronouns) in the blanks.

1 This house has five bedrooms. ________

2 Who is that man? ________

3 This is our school. ________

4 These are wild animals. ________

5 That is right. ________

6 What's that noise? ________

7 These books are Jane's. ________

8 Those books belong to me. ________

9 These are donkeys. ________

10 Those are horses. ________

Exercise 5

Choose the correct *possessive adjectives* from the box to fill in the blanks.

my	his	your	her
its	our	their	

1 Is this Jane's dog? Yes, this is ______ dog.
2 The dog is chasing ________ own tail.
3 Peter, is ________ father at home?
4 Rudy is showing ________ stamps to Ali.
5 I am going to ________ aunt's house this evening.
6 We always keep ________ classroom clean.
7 Children, have you all finished ________ homework?
8 The children are proud of ________ school.

Exercise 6

Choose the correct *interrogative adjectives* from the box to fill in the blanks.

what	which	whose

1 ________ kind of animal is that?
2 ________ runner is the winner?
3 ________ is the matter?
4 ________ desk is this?
5 ________ handphone is ringing?
6 ________ is your name?
7 ________ twin is taller?
8 ________ hand is holding the pebble?

7 Verbs and Tenses

Most **verbs** are **action words**. They tell you what people, animals or things are doing.

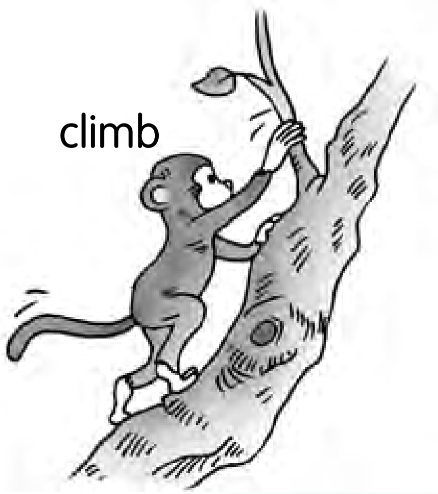
knock



burst



climb



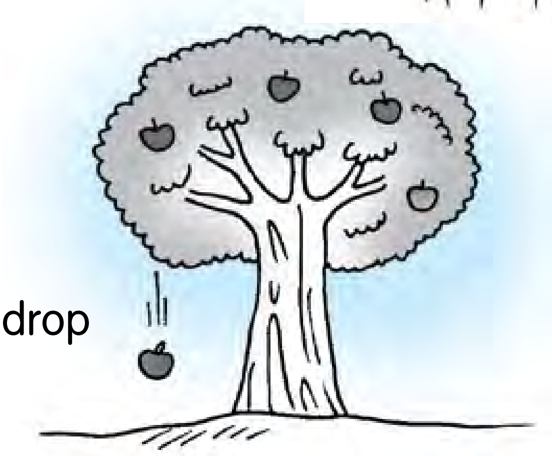
dig



read



drop



Word File

act	jump
bake	move
bend	pull
buy	run
close	shout
cook	sing
cross	sit
fall	slide
fly	stand
go	start
grow	swim
hop	walk

The Simple Present Tense

The **simple present tense** expresses a general truth or a customary action.



Uncle Joe **wears** glasses.



The sun **rises** in the east.



Ducks **love** water.



The children **go** to school by bus.

Mary **enjoys** singing.

Peter sometimes **lends** me his bike.

Cows **eat** grass.

Monkeys **like** bananas.

Tom **collects** stamps.

The earth **goes** around the sun.

It often **snows** in winter.

We always **wash** our hands before meals.

We **eat** three meals a day.

Father **takes** the dog for a walk every morning.

Use the simple present tense to talk about things that are planned for the future.



Melanie **starts** school tomorrow.



Next week I **go** to summer camp.



The train **departs** in five minutes.

We **join** the senior scout troop in July this year.

My big brother **leaves** school at 4 o'clock.

The new supermarket **opens** next Friday.

The new grammar book **comes** out in September.

Grandad **retires** next year.

We **fly** to London next Thursday.

The plane **lands** at 5:30 P.M.

We **move** to our new house in a month.

My big sister **begins** her summer job next week.

Exercise 1

Underline the *verbs* in the following sentences.

1 The children go to school by bus.
2 Bats sleep during the day.
3 These toys belong to Kathy.
4 Every pupil has a good dictionary.
5 Polar bears live at the North Pole.
6 Most children learn very fast.
7 Mr. Thomas teaches us science.
8 The earth goes around the sun.
9 We never cross the street without looking.
10 Many stores close on Sunday.

Exercise 2

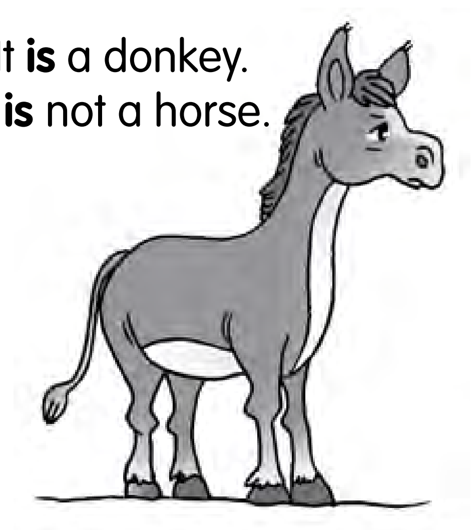
Fill in the blanks with the *simple present tense* of the verbs in parentheses.

1 Winter _________ after autumn. (come)
2 A dog _________. (bark)
3 You _________ tired. (look)
4 Everyone _________ mistakes. (make)
5 Ali _________ in a department store. (work)
6 Judy _________ English very well. (speak)
7 Tim's knee _________. (hurt)
8 Monkeys _________ bananas. (like)
9 Kate always _________ sandwiches for lunch. (eat)
10 He _________ very fast. (type)

Am, Is and Are

The words **am**, **is**, **are** are also verbs, but they are not action words. They are the simple present tense of the verb **be.**

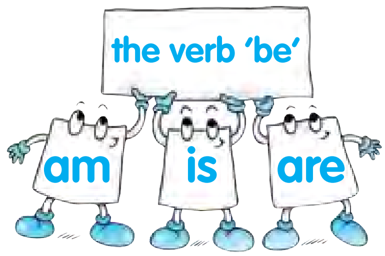
Use **am** with the pronoun **I**, and **is** with the pronouns **he**, **she** and **it**. Use **are** with the pronouns **you**, **we** and **they**.



It **is** a donkey.
It **is** not a horse.



It **is** very hot today.
It **is** not very comfortable.



I **am** Peter. I **am** not Paul.

She **is** Miss Lee. She **is** a teacher.

He **is** my father. He **is** a doctor. He **is** not a lawyer.

You **are** a stranger. You **are** not my friend.

We **are** in the same class, but we **are** not on the same team.

They **are** good friends. They **are** not enemies.

Grammar Help

Here's a table to help you remember how to use **am**, **is** and **are**:

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	he is	they are
	she is	they are
	it is	they are

Learn these short forms called contractions:

I am	=	I'm	they are	=	they're
you are	=	you're	we are	=	we're
he is	=	he's			
she is	=	she's			
it is	=	it's			
am not	=	aren't (only in questions)			
is not	=	isn't			
are not	=	aren't			

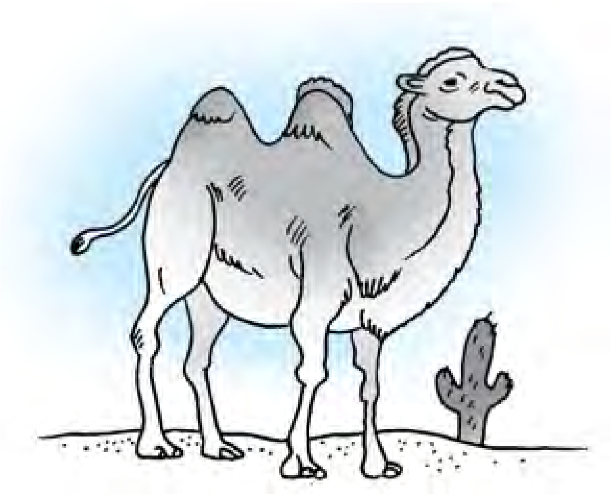
In questions, use **aren't** as a contraction of **am not**. For example, you can say:

I'm taller than you, **aren't** I?

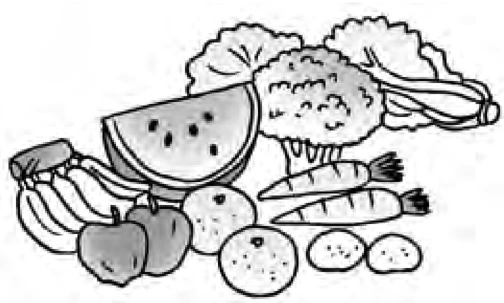
But in a statement you say:

I'**m not** as old as you.

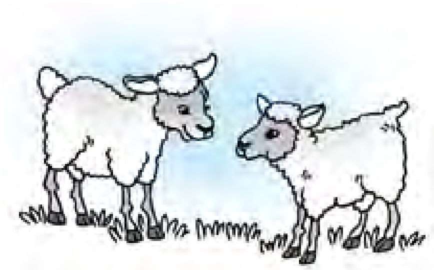
Use the verb **is** with singular nouns and **are** with plural nouns.



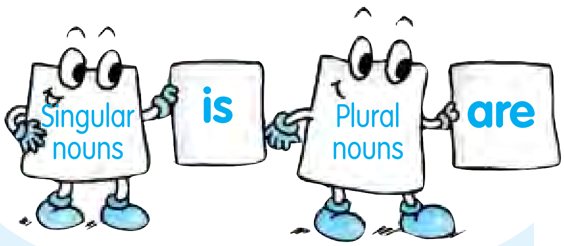
The camel **is** a desert animal.



Vegetables and fruit **are** healthy foods.



Lambs **are** baby sheep.



Kenneth **is** a lawyer.

Rex **is** a clever dog.

A duck **is** a kind of bird.

The playground **is** full of people today.

My house **is** near the school.

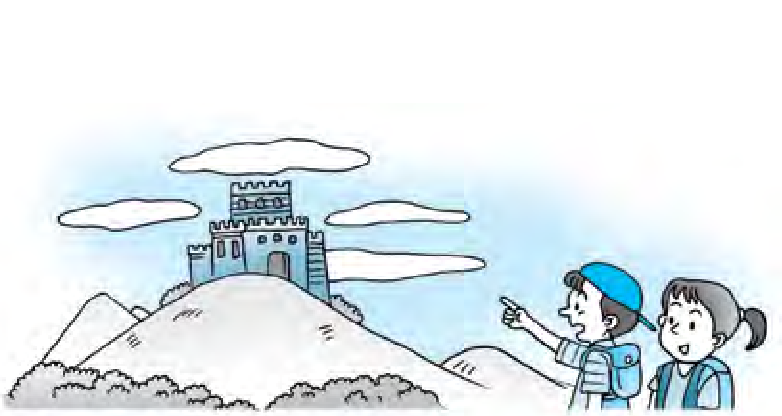
These questions **are** too difficult.

The balloons **are** very colorful.

Those people **are** very busy.

Dad and Mom **are** in the kitchen.

Use **is** and **are** with the word **there** to say what you can see and hear.



There is a castle on the hill.
There are some clouds in the sky.



There is a wasps' nest in the tree.

There is a fence around the school.

There are a lot of books in the library.

There are two guards at the gate.

Is there any food in the fridge?

Are there any apples left on the tree?

How much rice **is there**?

There are a few sharks in the bay.

There are enough candies for everyone, **aren't there**?

There are two pigeons on the roof.

Grammar Help

Learn this contraction:

there is = there's

Exercise 1

Fill in the blanks with *am, is* or *are*.

1 They _________ my good friends.

2 He _________ a soldier.

3 You _________ taller than Charlie.

4 She _________ ill.

5 We _________ very hungry.

6 It _________ a sunny day.

7 I _________ angry with Joe.

8 You _________ all welcome to my house.

Exercise 2

Fill in the blanks with *is* or *are*.

1 John's dog _________ very friendly.

2 Robert _________ ten years old.

3 These flowers _________ very pretty.

4 The two schools _________ close to each other.

5 Math _________ not a very difficult subject.

6 _________ dinner ready?

7 This computer _________ very easy to use.

8 All the windows _________ open.

9 Sue and Jane _________ neighbors.

10 His hair _________ curly.

Exercise 3

Fill in the blanks with *There is* or *There are*.

1 ________________ a fence around the barn.

2 ________________ trees along the road.

3 ________________ a rainbow in the sky.

4 ________________ lots of parks in our town.

5 ________________ nothing in the cupboard.

6 ________________ not many bedrooms in the new house.

7 ________________ lots of mistakes on your test paper.

8 ________________ a wasps' nest in the tree.

9 ________________ ants in the cookies.

10 ________________ many different kinds of animals in the zoo.

11 ________________ plenty of food on the table.

12 ________________ a church on the hilltop.

13 ________________ no more water in the pool.

14 ________________ too many people on the beach.

15 ________________ only a few customers in the shop.

The Present Progressive Tense

When do you use the **present progressive tense**? To talk about actions in the present, or things that are still going on or happening now.

I **am writing** a letter.

Mom is **knitting** a sweater for Sally.



The phone **is ringing**.

I'**m playing** chess with my friend.

She'**s riding** a horse.

He'**s taking** a walk in the park.

The man'**s counting** the money.

They **are practicing** tai chi.

We'**re rushing** to the airport to meet Mr. Smith.

They **are still sleeping**.

They **are swimming** in the sea.

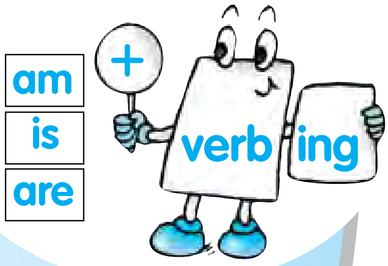
What **are** they **doing**?

What'**s happening**?

Why **aren't** you **doing** your homework?

Aren't I **sitting** up straight?

Grammar Help



- Form the present progressive tense like this:

am	+	present participle
is	+	present participle
are	+	present participle

- The **present participle** is the form of a verb ending with -**ing**. For example:

show	+	ing	=	showing
come	+	ing	=	coming

- You have to double the last letter of some verbs before you add -**ing**. For example:

get	+	ing	=	ge**tt**ing	rob	+	ing	=	ro**bb**ing
nod	+	ing	=	no**dd**ing	stop	+	ing	=	sto**pp**ing
jog	+	ing	=	jo**gg**ing	swim	+	ing	=	swi**mm**ing

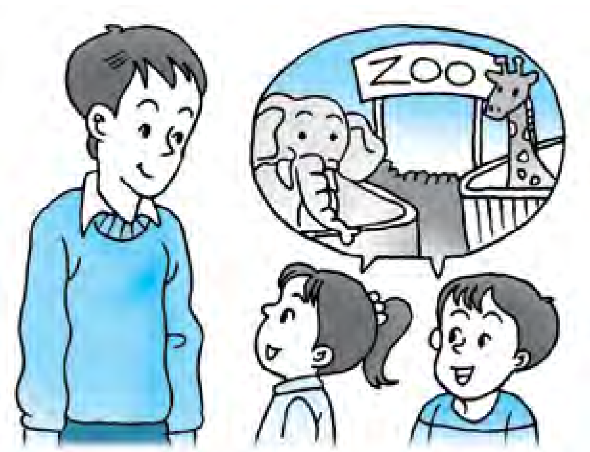
- Notice that the verbs above are all **short verbs** of just **one syllable**.

  They all end with a **consonant** such as **b**, **d**, **g, m**, **p**, **t** and have only **one vowel** before the consonant.

- If a verb ends in **e**, you usually have to drop the **e** before you add -**ing**. For example:

chase	+	ing	=	chasing
cycle	+	ing	=	cycling
drive	+	ing	=	driving
smile	+	ing	=	smiling

Use the present progressive tense to talk about things you have planned to do, or things that are going to happen in the future. To form the present progressive tense, use **am**, **is** and **are** as **helping verbs** or **auxiliary verbs**.



When **are** you **taking** me to the zoo?



We **are having** a barbecue later this evening.

We **are going** camping tomorrow.

I**'m starting** piano lessons soon.

Jim's parents **are taking** him to Texas next week.

My favorite TV program **is starting** in a minute.

All our friends **are coming**.

Who**'s bringing** salad for the barbecue? I **am**.

I **am visiting** Joe next week.

Where **are** you **going** for your vacation?

What **are** we **eating** for dinner?

Exercise 1

Write the *present participle* of these verbs on the blanks.

1 come ____________		7 go ____________	
2 run ____________		8 ask ____________	
3 sleep ____________		9 catch ____________	
4 fall ____________		10 write ____________	
5 jump ____________		11 drop ____________	
6 climb ____________		12 bring ____________	

Exercise 2

Fill in the blanks with the *present progressive tense* of the verbs in parentheses.

1 They ________________ the roller-coaster ride. (enjoy)

2 Jill ________________ her hair. (wash)

3 It ________________ dark. (get)

4 The dentist ________________ Sue's teeth. (examine)

5 The train ________________ through the tunnel. (pass)

6 The men ________________ very hard in the sun. (work)

7 What __________ the theater __________ today? (show)

8 We ________________ a snowman. (make)

9 The plane ________________ above the clouds. (fly)

10 The teachers ________________ a meeting. (have)

Have and Has

The verbs **have** and **has** are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses. These words are the simple present tense of the verb **have**.



Peter **has** a sore knee.



We **have** breakfast at 7:00 A.M.



Monkeys **have** long tails.

He **has** a lot of stamps.
She **has** long hair.
Our house **has** large windows.
I **have** a younger brother.
We **have** art lessons on Mondays.
Have a cookie, if you like.
Dad **has** a cold.
Jenny often **has** sandwiches for lunch.

Grammar Help

Use **has** with **he**, **she**, **it**, and with **singular nouns**. Use **have** with **I**, **you**, **we**, **they**, and with **plural nouns**.

Here is a table to help you remember the rules:

	Singular	Plural
First person	I have	we have
Second person	you have	you have
Third person	he has she has it has	they have they have they have

Learn these contractions:

I have	=	I've
you have	=	you've
he has	=	he's
she has	=	she's
it has	=	it's
we have	=	we've
they have	=	they've

have not	=	haven't
has not	=	hasn't

Exercise 1

Fill in the blanks with *have* or *has*.

1 We _________ a new science teacher.

2 He _________ a bad temper.

3 I often _________ fruit for dessert.

4 You _________ a good chance of winning the prize.

5 She always _________ oatmeal for breakfast.

6 The broom _________ a blue handle.

7 They never _________ any problem with tests.

Exercise 2

Fill in the blanks with *have* or *has*.

1 The girls _________ golden hair.

2 An insect _________ six legs.

3 Dad _________ his cell phone with him.

4 The children _________ a new swing set.

5 Many poor people _________ nothing to eat.

6 Chicago _________ a very big airport.

7 A triangle _________ three sides.

8 The man _________ two daughters.

9 James _________ a toothache.

10 All the passengers _________ their tickets.

The Present Perfect Tense

Use the **present perfect tense** to talk about happenings in the past that explain or affect the present. The verbs **have** and **has** are used as "helping" or auxiliary verbs to form the present perfect tense.

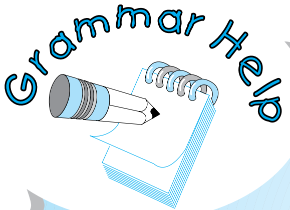


It**'s been** very wet today.



Kim**'s cut** her finger.

Sam **has scored** two goals.
I**'ve** just **finished** my shower.
Uncle Tom **has lost** his wallet.
John **has gone** out.
The Lees **have moved** to Ohio.
It **has not rained** for months.
Have you **found** your keys yet?
Tim **has made** two spelling mistakes.
They **have opened** a new shop.



To form the **present perfect tense** join **have** or **has** to the past participle of the verb:

have	+	past participle
has	+	past participle

The **past participle** of a regular verb usually ends in -**ed,** just like the simple past tense. But the past participles of irregular verbs don't follow this rule.

Exercise 1

Write the *past participle* of these verbs on the blanks.

1	break ________________	6	buy ________________
2	drink ________________	7	find ________________
3	cut ________________	8	draw ________________
4	do ________________	9	hear ________________
5	sing ________________	10	know ________________

Exercise 2

Fill in the blanks with the *present perfect tense* of the verbs in parentheses.

1 Dad ________________ his car key. (lose)

2 All the guests ________________. (arrive)

3 Tony ________________ a goal. (score)

4 Peter ________________ in the tent several times. (sleep)

5 It ______________ not ______________ for two months. (rain)

6 Some prisoners ________________ from the prison. (escape)

7 The plane ________________ at the airport. (land)

8 John ________________ a puppet. (make)

9 Dad and I ________________ a big fish. (catch)

10 I ________________ this movie twice. (see)

The Simple Past Tense

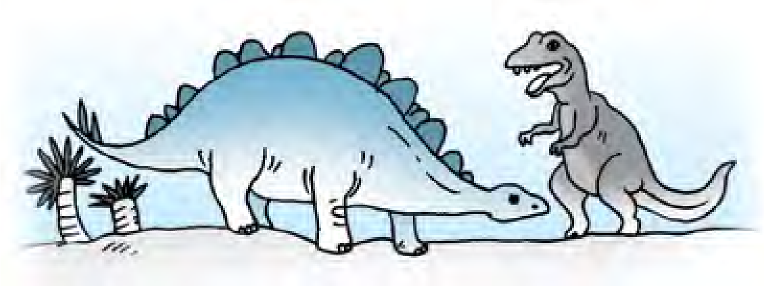
Use the **simple past tense** to talk about things that happened in the past. The simple past tense is also used to talk about things that happened in stories.



The wicked Queen **gave** Snow White a poisoned apple.



Pinocchio's nose **grew** longer every time he told a lie.



Dinosaurs **lived** millions of years ago.

I **bought** a new camera last week.
Joe **learned** to play the guitar very quickly.
We **drove** to the safari park last weekend.
The giant panda **gave** birth to a cub last night.
Yesterday Dad **took** me to the carnival.
The plane **landed** a few minutes ago.
The children **visited** a farm during the holidays.
Who **invented** the computer?
Jack and Jill **went** up the hill.
Little Red Riding Hood **decided** to visit her grandmother.
The Three Bears **found** Goldilocks asleep in their house.

Regular and Irregular Verbs

The simple past tense of most verbs ends in -**ed**. These verbs are called **regular verbs**.

Spelling File

Base Form	Simple Past
aim	aimed
bake	baked
open	opened
happen	happened
pull	pulled
push	pushed
scold	scolded
shout	shouted
visit	visited
wait	waited
walk	walked
work	worked



Who **closed** all the windows?



It **snowed** last night.

Mom **opened** the door for us.

Sally **petted** the dog.

That event **happened** long ago.

We **visited** our uncle last week.

They **walked** to school together yesterday.

They **worked** until twelve last night.

Dad **tried** to fix the light.

William Tell **aimed** at the apple on his son's head.

Grammar Help

- The **simple past tense** is usually formed by adding -**ed** to the verb. For example:

jump	+ ed	=	jumped		lift	+	ed	=	lifted
laugh	+ ed	=	laughed		look	+	ed	=	looked

- If the verb ends with -**e**, just add -**d**. For example:

agree	+ d	=	agreed		hate	+	d	=	hated
die	+ d	=	died		live	+	d	=	lived

- Remember these spelling rules:
You must double the last letter of some verbs before adding -**ed**. For example:

fan	+ ed	=	fa**nn**ed		pat	+	ed	=	pa**tt**ed
grab	+ ed	=	gra**bb**ed		rip	+	ed	=	ri**pp**ed
nod	+ ed	=	no**dd**ed		slam	+	ed	=	sla**mm**ed

- Notice that the verbs above are all **short verbs** of just **one syllable**. They all end with a **consonant** such as **b**, **d**, **m**, **n**, **p**, **t**, and have only a **single vowel** before the consonant.

- With verbs that end in -**y**, change the **y** to **i** before adding -**ed**. For example:

bury	+	ed	=	buried	fry	+	ed	=	fried
carry	+	ed	=	carried	hurry	+	ed	=	hurried
cry	+	ed	=	cried	try	+	ed	=	tried

The simple past form of some verbs does *not* end in -**ed**. Such verbs are called **irregular verbs**.

The simple past tense of some irregular verbs does *not* change at all.



David **hurt** his foot when he jumped over the drain.



The worker **cut** down the tree this morning.



Her ring **cost** only 10 dollars.

He **hit** the ball over the net.

Dad **read** to us last night.

He **shut** the door.

I **put** some sugar in my coffee.

Spelling File

Base Form	Simple Past
beat	beat
burst	burst
cost	cost
cut	cut
hit	hit
hurt	hurt
put	put
read	read
split	split
shut	shut

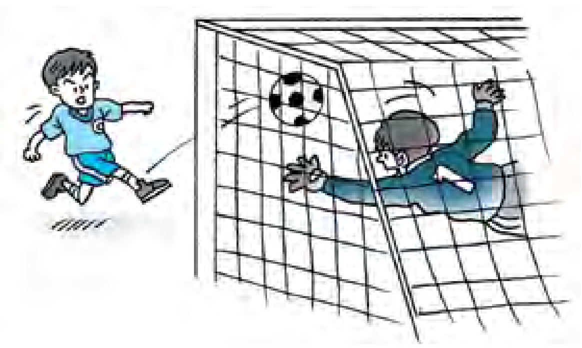
Most irregular verbs, however, take a different form in the simple past tense.



Sam **bent** the stick in two.

Spelling File

Base Form	Simple Past
bend	bent
break	broke
bring	brought
buy	bought
fall	fell
fly	flew
get	got
hear	heard
keep	kept
lose	lost
sell	sold
shoot	shot
sleep	slept



Tom **shot** and scored a goal.

I **lost** my pen on the bus.
We **sold** our car last week.
The baby **slept** right thought the night.
Peter **got** a watch for his birthday.
I **heard** a noise in the night.
He **brought** his pet mouse to school.
My book **fell** off the desk.



A bird **flew** into the classroom.

Exercise 1

Write the *simple past tense* of these verbs on the blanks.

1	take	____________	7	tell	____________
2	walk	____________	8	write	____________
3	rain	____________	9	sit	____________
4	shut	____________	10	read	____________
5	open	____________	11	close	____________
6	cry	____________	12	cook	____________

Exercise 2

Fill in the blanks with the correct *simple past tense* of the verbs in parentheses.

1. She ____________ home alone. (go)
2. The wind ____________ throughout the night. (blow)
3. An apple ____________ on his head. (drop)
4. The Princess's ball ____________ into the well. (roll)
5. A frog ____________ into the well and ____________ it back to her. (jump/bring)
6. Jack ____________ the highest grade in his English class. (get)
7. The party ____________ at 8:00 P.M. (begin)
8. He ____________ his old car and ____________ a new one. (sell/buy)
9. Jack ____________ up the ladder carefully. (climb)
10. Who ____________ all the windows? (shut)

Was and Were

The verbs **was** and **were** are also forms of the verb **be**. **Was** is the simple past tense of **am** and **is**. Use **was** with the pronouns **I**, **he**, **she** and **it**, and with **singular nouns**.

Edison **was** a famous inventor.



Beethoven **was** a German composer.
Sue **was** at the library this morning.
It **was** very wet on Monday.
Ten years ago she **was** only a baby.
He **was** not well yesterday.
Last year she **wasn't** tall enough to reach the high shelf.
Samantha **was** second in the race, **wasn't she**?

Were is the simple past tense of **are**. Use **were** with the pronouns **you**, **we** and **they**, and with plural nouns.

These **were** my best jeans.

The Romans **were** brave soldiers.
They **were** third in the wheelbarrow race.
There **weren't** any clouds in the sky.
Were you still in bed when I phoned?
We **were** on the same school team.
Those **were** my best jeans.



Grammar Help

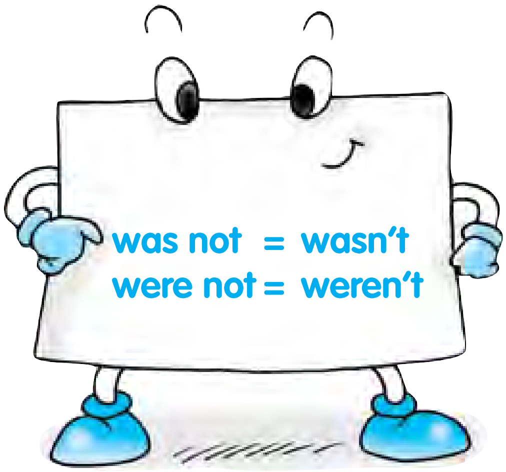
Here is a table to help you remember the rules:

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he was	they were
	she was	they were
	it was	they were

Here's a table to show you the different forms of the verb **be**:

	Simple Present	Simple Past
First person singular	am	was
Second person singular	are	were
Third person singular	is	was
First person plural	are	were
Second person plural	are	were
Third person plural	are	were

Learn these contractions:



The Past Progressive Tense

Use the **past progressive tense** to talk about actions that were going on at a certain moment in the past.



Mary **was waiting** for the bus when Peter passed by.

Miss May **was cleaning** the chalkboard.
Sally **was packing** her books into her schoolbag.
Jenny and I **were tidying** the classroom.
The twins **were fighting** in the corner.
Michael and John **were washing** the paint brushes.
Mom **was cooking** our supper when I came home.

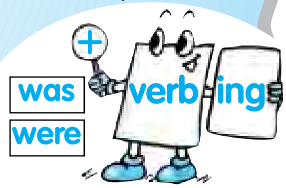
Grammar Help

You form the **past progressive tense** like this:

was + present participle
were + present participle

In the examples above, **was** and **were** are called **helping verbs**, or **auxiliary verbs**. They help to form the **past progressive tense** when you join them to the **present participle** (the form of verbs ending in -**ing**) . For example:

Ben **was doing** his homework.
Peter **was making** a model of a bridge.



Exercise 1

Fill in the blanks with *was* or *were*.

1 We _________ the champions last year.
2 Where is James? He _________ here just now.
3 Mom and Dad _________ on vacation last week.
4 The weather _________ fine this morning.
5 There _________ a lot of people at our party yesterday.
6 There _________ a small lake here many years ago.
7 He _________ sick yesterday.
8 Don't blame him. It _________ my mistake.

Exercise 2

When Miss May walked into the class what were the children doing? Fill in the blanks with the correct *past progressive tense* of the verbs in brackets.

1 James ________________ to Peter. (talk)
2 Sue ________________ a storybook. (read)
3 Rudy ________________ the chalkboard. (erase)
4 David ________________ his math exercise. (do)
5 Peter ________________ Joe his new watch. (show)
6 Jane ________________ a horse in her notebook. (draw)
7 Ahmad ________________ for his pencil. (look)
8 Some children ________________ a lot of noise. (make)

The Future Tense

Use the **future tense** for things that have not happened yet, but are going to happen.

Use the verbs **shall** and **will** as **helping verbs** or **auxiliary verbs** to form the future tense.



I **shall be** eight years old next year.



They **will finish** the job next week.



The weatherman says it **will rain** this afternoon.

We **shall play** a game of chess after lunch.

You **will be** sick if you eat too much.

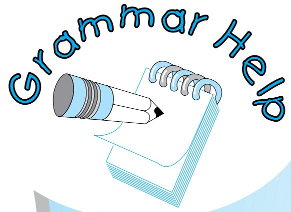
I hope it **won't rain** tomorrow.

Sharon is ill. She **will not be** at the party.

You **will enjoy** visiting New Zealand.

Dad **will be** back for dinner.

He **will make** lots of friends at his new school.



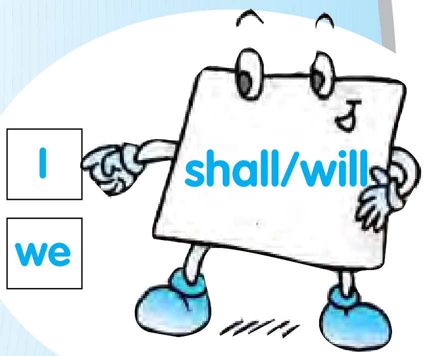
Use **shall** or **will** with **I** and **we**.
Use **will** with **you**, **he**, **she**, **it** and **they**.

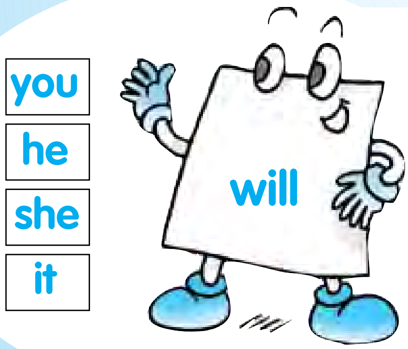
Here is a table to help you remember the rules:

	Singular	Plural
First person	I shall I will	we shall we will
Second person	you will	you will
Third person	he will she will it will	they will they will they will

Learn these contractions:

I shall	=	I'll	we shall	=	we'll
I will	=	I'll	we will	=	we'll
you will	=	you'll	they will	=	they'll
he will	=	he'll			
she will	=	she'll	shall not	=	shan't
it will	=	it'll	will not	=	won't





There are other ways of talking about future actions and happenings.

You can use **going to**.



I think I'**m going to be** sick.

We **are going to bake** a cake this afternoon.

I'm sure Mom and Dad **are going to be** proud of me.

When **are** you **going to clean** your room?

They **are going to wash** the car for Dad.

It **is going to get** dark very soon.

You can also use the **simple present tense** to talk about things that have been arranged for the future.

The new supermarket **opens** tomorrow.

James **moves** to the second grade next year.

The new school year **starts** on Monday.

Next month I **go** to summer camp.

We **have** a history test next week.

The bus **leaves** in ten minutes.



Exercise 1

Fill in the blanks with the correct *future tense* of the verbs in brackets, using *shall* or *will*.

1 You ___________ fat if you eat too many desserts. (grow)

2 The new school building ___________ ready soon. (be)

3 We ___________ to the zoo after breakfast. (go)

4 I ___________ my bath before dinner. (take)

5 Peter ___________ lots to do on his grandmother's farm. (find)

6 If we ask her, she ___________ us how to play chess. (teach)

7 If he works hard, he ___________ his exams. (pass)

8 ___________ we ___________ home now? (go)

Exercise 2

Complete these sentences by changing *shall* or *will* to the appropriate form of the verb *be* + *going to* (i.e., *am, is,* or *are* + *going to*).

1 They will be busy tomorrow.
They ______________ be busy tomorrow.

2 I hope I will be ready on time.
I hope I ______________ be ready on time.

3 We shall visit James this evening.
We ______________ visit James this evening.

4 It will rain soon.
It ______________ rain soon.

5 Dad will take us to the movies tomorrow.
Dad ______________ take us to the movies tomorrow.

Can and Could

The verbs **can** and **could** are both **helping** or **auxiliary verbs**. Use **can** and **could** to talk about people's **ability** to do things.

Can and **could** are used with the pronouns **I**, **you**, **he**, **she**, **it**, **we** and **they**, and with **singular** or **plural nouns**.

Could is the past tense of **can**.



Jack ran as far as he **could**.



Some birds **cannot fly**.

He **can run** faster than Arthur.

She **cannot afford** such an expensive ring.

I'm full. I **can't eat** any more.

Can you **help** me?

Can I **come** with you?

I knew you **could do** it if you tried.

She **could not come** because she was ill.

Miss Lee said we **could go** home early.

All the King's men **could not put** Humpty Dumpty together again.

Did you know?

People often use **can** when they are asking for permission to do something. For example:

Can I **use** your pen? Yes, here it is.

When you put **not** after **can**, you write it as one word: **cannot**

Learn these contractions: cannot = can't
could not = couldn't

May and Might

May and **might** are **helping** or **auxiliary verbs,** too.

- Use **may** to ask if you are allowed to do something, or to give someone permission to do something.



May I **watch** television now?
Yes, you **may**.

May I **borrow** your pen?
You **may come** in.
You **may go** now.

- **May** is also used to talk about things that are likely to happen.



Take an umbrella. It **may rain**.

If it continues to rain, there **may be** a flood.

I **may go** to Sue's birthday party if I'm free.

You **may fall** down if you aren't careful.

- **Might** is used as the past tense of **may**.

He realized he **might catch** the earlier train if he hurried.
I knew my teacher **might find** out.

Grammar Help

You can also use **might** to talk about things that are possible. For example:

Put your purse away or it **might get** stolen.
You **might slip**, so hold on to the railing.

Exercise

Fill in the blanks with *can, could, may* or *might*.

1 ________ you jump over the hurdle?

2 We ran as fast as we ________.

3 Some people ________ speak three languages.

4 Jean ________ dance quite well.

5 The man is shouting. He ________ need help.

6 If you hurry you ________ catch the train.

7 Dave doesn't look well. He ________ have a fever.

8 The baby is crying. She ________ be hungry.

9 ________ I borrow your bike?

10 I don't know where Jane is. You ________ find her in the library.

11 ________ you drive?

12 Who ________ answer the question?

13 ________ you show me the way to the zoo?

14 He ________ play the piano.

Do, Does and Did

Use **do**, **does** and **did** to talk about actions.

Use **do** with the pronouns **I**, **you**, **we** and **they**, and with **plural nouns**. Use **does** with the pronouns **he, she** and **it**, and **singular nouns**.

Did is the **simple past tense** of **do** and **does**.



Dad **does** the dishes.



Mom **does** the cooking.



We always **do** exercise together.

He **does** such interesting work.

They **do** amazing tricks.



Who **did** this drawing? Henry did.

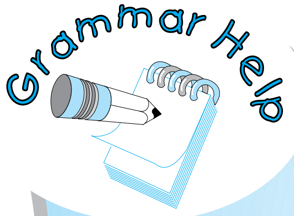
Sally **did** her hair in front of the mirror.

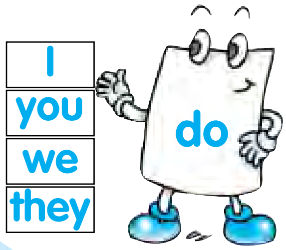
They **did** the dusting and cleaning.

Jane **did** all the laundry by herself.

You **did** well in the test.

I **did** poorly on my exam.





- Here's a table to remind you about the use of **do** and **does**:

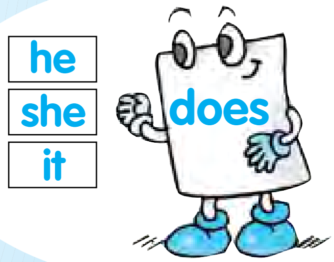
	Singular	Plural
First person	I do	we do
Second person	you do	you do
Third person	he does	they do
	she does	they do
	it does	they do

- Here's a table to remind you about the use of the verb **did**:

	Singular	Plural
First person	I did	we did
Second person	you did	you did
Third person	he did	they did
	she did	they did
	it did	they did

- Learn these contractions:

do not	=	don't
does not	=	doesn't
did not	=	didn't



You can also use **do**, **does** and **did** as **helping verbs** to ask and answer questions.



Where **did** you find the wallet?



Do ducks **like** water? Yes, they **do**.

Do you **like** ice cream? Yes, I **do**.

Does it **rain** often here? Yes, it **does**.

Does he **enjoy** music? Yes, he **does**.

Did it **snow** last night? No, it **didn't**.

Who wants to come with me to the zoo? We all **do**!

What **do** you **want** for lunch?

Who broke this vase? Peter **did**!

Does Ken often **come** home late? Yes, he **does**.

Why **did** he **leave** so suddenly?

Does everyone **have** a dictionary?

Use **do not**, **does not** and **did not** to make other verbs **negative**.



The baby **does not look** very happy.



Dad **did not catch** his train.



The garden looks lovely, **doesn't** it? Yes, it **does**.

Cats **do not** like water.

I **don't enjoy** difficult math tests.

Sophie **doesn't want** to go to school.

He **didn't get** to the station in time.

Don't you **have** a ticket? No, I **don't**.

Don't they **go** to the gym on Mondays? Yes, they **do**.

Didn't they **win?** No, they **didn't**.

You **didn't draw** that picture yourself, **did** you?

Did you **see** the rainbow? No, I **didn't**.

Do not forget to switch off the air conditioner.

Don't tell lies!

Exercise

Fill in the blanks with *do, does* or *did*.

1 The shoes were too small. They _________ not fit me.
2 Jack _________ not do well on the exam last week.
3 Where _________ eggs come from?
4 The vase is broken. Who _________ that?
5 What _________ this word mean?
6 How _________ the computer work?
7 _________ he drink coffee?
8 Who _________ that drawing?
9 Where _________ you buy that dress?
10 How _________ you spell your name?
11 _________ not play on a busy street!
12 _________ your work quietly!
13 _________ a snake have legs?
14 He _________ not have any brothers.
15 _________ cats like to eat fish?

Would and Should

The verb **would** is another **helping** or **auxiliary verb**.
Use **would** as the past tense of **will**.



We started running so we **would get** there in time.

Peter said he **would come**.
I knew you **would enjoy** Disneyland.
The Prince said he **would** only **marry** a true princess.
John and Sue said they **would meet** me at the airport.
He promised he **wouldn't forget** her birthday.

Grammar Help

It is polite to use **would like** when you are offering people things, or asking for something yourself. For example:

Would you **like** a cup of coffee?
I am tired now. I'**d like** a rest.
You'**d like** a meal now, **wouldn't** you?
What color **would** you **like**?



Did you know?

When they are accepting an offer, people often use **would love** instead of **would like**.
For example:

Would you **like** a chocolate?
Yes, please, I **would love** one.

Should is a **helping** or **auxiliary verb.** Use **should** to talk about necessary actions or things that people ought to do.



Children **should not play** in traffic.



You **should** always **look** before crossing the street.

If you are tired you **should go** to bed early.

You **should know** how to spell your own name.

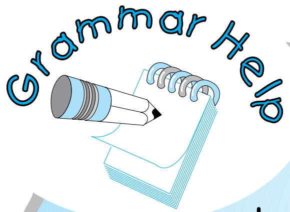
We **should** all **drink** more water.

You **should do** more exercise.

Should I **turn** off the computer when I'm not using it?

Shouldn't you **tell** your Mom if you're going out?

We **should** always thank people for presents, **shouldn't** we?



Learn these contractions:

I would	=	I'd	we would	=	we'd
you would	=	you'd	they would	=	they'd
he would	=	he'd	should not	=	shouldn't
she would	=	she'd	would not	=	wouldn't

Exercise

Fill in the blanks with *would* or *should*.

1 Every student _________ have a good dictionary.

2 _________ you like some coffee?

3 Yes, I _________ love a cup of coffee.

4 We _________ all learn good table manners.

5 We _________ like to go outdoors if it stops raining.

6 John said he _________ help me with science.

7 _________ you like to play a game with me?

8 Children _________ not watch too much television.

9 You _________ not play with fire.

10 He promised he _________ meet me after school.

11 We _________ not waste water.

12 You _________ all pay attention in class.

13 What _________ we do now?

14 _________ you help if I asked?

15 Of course, I _________ help you!

8 Subject-Verb Agreement

When you write a sentence you must make sure that the **subject** and the **verb** agree.

If the subject is a **singular noun**, or the pronoun **he**, **she** or **it**, you need a **singular verb**.



She **enjoys** music.



She **shares** her books with her friends.

The zookeeper **is feeding** the animals.

The children **are playing** on the swings.

The earth **moves** round the sun.

Dad always **drives** to work.

The clerk **is wrapping** a package.

Does everyone **know** the answer?

Mom **has bought** a dress for Sara.



It **is snowing**.

Use a **plural verb** if the subject is a **plural noun**, or the pronoun **we**, **you** or **they**.



The two girls always **walk** home together.



All birds **lay** eggs.



The children are **playing** on the swing.

The stars **shine** brightly on a clear night.

Mom and Dad **love** us a lot.

Do you all **know** the words?

We **have finished** our game of tennis.

They **have** both **worked** very hard.

Collective nouns may be used with either **singular** or **plural** verbs. If the group members are all acting together as one, use a singular verb. If the members of the group are acting as individuals, use a plural verb.



The audience **are laughing**.



The band **is playing**.

Singular

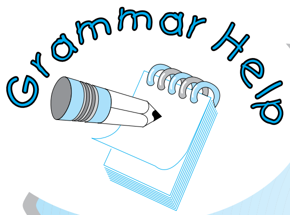
That family has moved to Texas.
The team is coached by Mr. Clark.

Plural

The family were giving their opinions.
The team are sharing new ideas.



Our team **has won**.



Some plural nouns, such as **people**, **cattle**, **police**, don't end with -**s**. Always use a **plural verb** with these nouns. For example:

People **like** to be praised.
The cattle **are** in the field.
The police **have caught** the thief.

Exercise 1

Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

1 I always _________ to school with my brother. (go)

2 Mark always _________ to school with his brother. (go)

3 You _________ the answer. (know)

4 Luis _________ the answer, too. (know)

5 This book _________ very few drawings. (have)

6 These books _________ lots of beautiful drawings. (have)

7 Anne _________ my sister. (be)

8 Pat and Alice _________ good at English. (be)

Exercise 2

Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

1 A tiger _________. (roar)

2 All birds _________ eggs. (lay)

3 Dad _________ listening to music. (like)

4 Uncle Bob _________ his car every day. (wash)

5 She _________ all the answers. (know)

6 There _________ twelve months in a year. (be)

7 The twins often _________ . (fight)

8 Our parents _________ us. (love)

9 Adverbs

An **adverb** is a word that describes a verb. It tells you about an action, or the way something is done.

A lot of adverbs end in -**ly**.



They laughed **loudly**.

The baby is sleeping **soundly**.



The dog is barking **fiercely**.

Alice skated **beautifully**.

The Prince and the Princess lived **happily** ever after.

The birds are singing **sweetly**.

It is raining **heavily**.

The dog and the cat live together **peacefully**.

The soldiers fought **bravely**.

The sun is shining **brightly**.

The old man walked **slowly**.

Spelling File

Adjective	Adverb
beautiful	beautifully
brave	bravely
bright	brightly
fierce	fiercely
happy	happily
heavy	heavily
loud	loudly
peaceful	peacefully
slow	slowly
sound	soundly
sweet	sweetly

Grammar Help

Many adverbs are made by adding –**ly** to adjectives.

Some adverbs describe the way something is done. They are called **adverbs of manner**.



The driver braked **suddenly**.



The parcel arrived **safely**.



The dog jumped up **playfully**.

Please write **legibly**.

Please speak **clearly**.

Look **closely** at these footprints.

You have all answered **correctly**.

You can shop **cheaply** at this store.

Jamal dressed **smartly** for the party.

Maria is behaving **selfishly**.

The man drove **carelessly**.

The twins liked to dress **differently**.

She played **skillfully**.

Spelling File

Adjective	Adverb
careless	carelessly
cheap	cheaply
clear	clearly
close	closely
correct	correctly
different	differently
playful	playfully
safe	safely
selfish	selfishly
skillful	skillfully
smart	smartly

Some adverbs describe when something happens.
They are called **adverbs of time**.



Can I do my work **later**?
No, do it **now**.



Paul has **just** arrived.

He **often** swims in the evening.

Lisa is **always** cheerful.

Sometimes I ride my bike to school.

Everyone arrived **early**.

David arrived **late**.

It's snowing **again**.

The mother bird started to build her nest **yesterday**.

She is continuing to build it **today**.

She will finish it **tomorrow**.

John's shoes were too big for him **last year**.

They fit him **this year**.

They will be too small for him **next year**.

It rained **last night**.

The weather is fine **this morning**.

Some adverbs tell you where something happens. They are called **adverbs of place**.



Mom and Dad are watching television **upstairs**.

The children are playing **downstairs**.



It's raining. Let's go **inside**.

Rex, you can stay **outside**.

Come **here**!

Please put the books **there**.

The workers are moving the rubbish **away**.

The miners are working **underground**.

They are going **abroad** to study.

There are trees **everywhere**.

Alice lived **next door**.

Where's Shamika?

Exercise 1

Rewrite the following adjectives as *adverbs*.

1 slow	____________	7 cool	____________
2 beautiful	____________	8 comfortable	____________
3 strong	____________	9 wise	____________
4 tidy	____________	10 quiet	____________
5 brave	____________	11 merry	____________
6 soft	____________	12 busy	____________

Exercise 2

Underline the *adverbs* in the following sentences.

1. The man shouted loudly.
2. He arrived early.
3. The train has already left.
4. He drove carelessly.
5. The students talked noisily.
6. The children are playing outside.
7. Let's go now.
8. Tom spoke politely to his teacher.
9. Have you seen Anne's cat anywhere?
10. Come here!

10 Prepositions

A **preposition** is a word that connects one thing with another, showing how they are related.

Some prepositions tell you about **position** or **place.**



There's a big balloon **in** the sky.

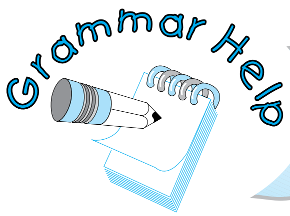


Jane is jumping **into** the pool.



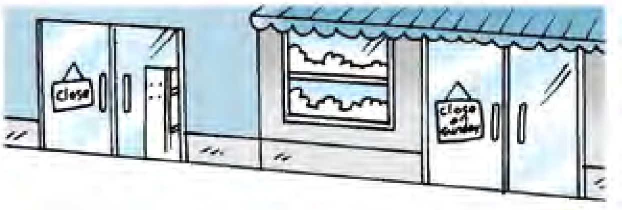
The books fell **off** the shelf.

Dad always keeps his wallet **in** the drawer.
There is a long mirror **on** the wall.
The school is **near** the park.
There is an old castle **on** the hill.
The horse jumped **over** the hurdle.



A **preposition** is usually followed by a noun or pronoun.

Some prepositions are used to talk about **time**.



Many shops close **on** Sundays.



We watched the World Cup game **until** 2:00 A.M.



The trees lose their leaves **during** winter.



We always wash our hands **before** meals.



Dad gets home **about** six **in** the evening.

We get up **in** the morning.

We go to bed **at** night.

It's always hot **in** summer.

The movie starts **at** two **in** the afternoon.

Autumn begins **in** September.

They were married **in** 1990.

Joe arrived **after** me.

It has not rained at all **for** two weeks.

Breakfast is served **at** seven o'clock.

Kevin and Joe have been in the same class **since** first grade.

Exercise 1

Underline the *prepositions* in the following sentences.

1 The man fell off the ladder.
2 We have dinner at 7:30 P.M.
3 Tom was born on a Friday.
4 There are seven days in a week.
5 Sue is running after her dog.
6 Several people are waiting at the bus stop.
7 I received a letter from Sara yesterday.
8 Why are you still in bed?

Exercise 2

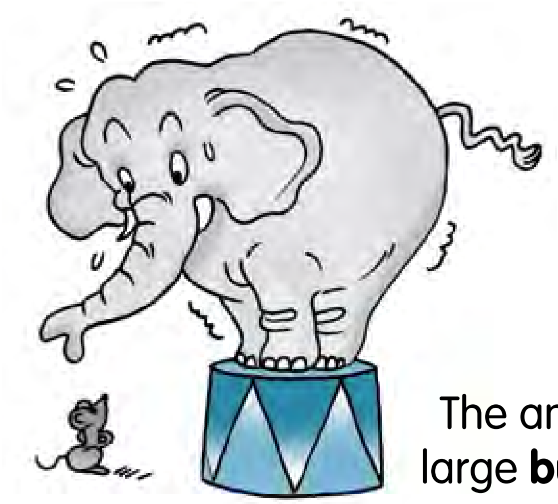
Fill in the blanks with the correct *prepositions* from the box.

near	by	on	at	between
in	around	into	up	behind

1 The bus arrived ________ 8:30 A.M.
2 The children are swimming ________ the pool.
3 There's a picture ________ the wall.
4 There is a fence ________ the house.
5 Granny is sitting ________ fire.
6 Harold is hiding ________ the chair.
7 Jack climbed ________ the beanstalk.
8 We divided the candy ________ us.
9 I dived ______ the river.
10 Don't go too ________ the edge.

11 Conjunctions

A **conjunction** is a linking word such as **and**, **or**, **but**.
Conjunctions are used to connect words or sentences.



The animal is large **but** timid.



Is this a sheep **or** a goat?

a cat **and** its kittens
a builder **and** his tools
a doctor **and** a nurse
slow **but** steady
sweet **or** sour?
a male **or** a female?
A horse, a zebra **or** a donkey?
Paul has a dog, a parrot **and** a cat.



It's cold, wet **and** windy today.

Grammar Help

A **conjunction** may link two or more than two words or sentences.

The words **before**, **after**, **as**, **when**, **while**, **until**, **since**, are also conjunctions. They tell when something happens, so they are called **conjunctions of time**.



Maggie could play the piano **before** she was five.



I always brush my teeth **after** I've had my breakfast.



After he began exercising regularly, Jerry became healthier.



You have grown taller **since** I saw you last.

Look both ways **before** you cross the street.
Joe listened to music **while** he was doing his homework.
Miss Lee was smiling **as** she walked into the class.
Wait here **until** I come back.
Don't leave **until** you've finished your work.
Tran saw an accident **while** he was walking home.
Take all your belongings with you **when** you leave the plane.
Joe first met his wife **when** he was studying in London.
Tom and Joe have been friends **since** childhood.

Exercise 1

Complete these sentences with *and, but* or *or.*

1 I asked for some bread _________ butter.
2 Mr. _________ Mrs. Chen have three children.
3 Maggie is a good singer _________ a poor dancer.
4 We wish you a Merry Christmas _________ a Happy New Year.
5 Is their new baby a boy _________ a girl?
6 The dictionary has 1000 words _________ 200 drawings.
7 Sue is taller than Nat _________ shorter than Mike.
8 Are you going by train _________ by bus?

Exercise 2

Choose the correct *conjunctions of time* from the box to complete these sentences.

when	while	as	before
after	since	until	

1 Jack always brushes his teeth _________ he has eaten a meal.
2 It started to rain _________ the children were playing in the garden.
3 Let's go home _________ it gets dark.
4 Give this letter to Anne _________ you see her.
5 She has known Jack _________ he was a child.
6 The party began at 8:00 P.M. and lasted _________ midnight.
7 Alice looked unhappy _________ she walked in.

12 Interjections

An **interjection** is a word that expresses a sudden, strong feeling such as **surprise**, **pain**, or **pleasure**.

Cheers!



Oh dear!



Happy Birthday!





Ssh!

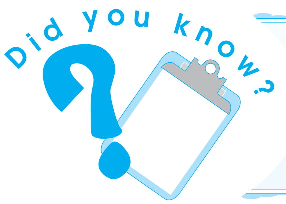
Ouch!



Look out!



Wow!
Goodness!
Oh!
Good!
Oh no!
Hooray!
Thanks!
Help!
Good luck!
Well done!
Gosh!
Hey!
Merry Christmas!
Happy New Year!



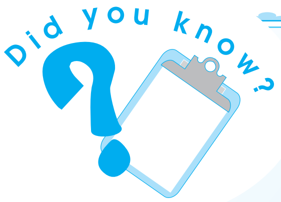
Notice that an **exclamation point** (**!**) is often used after interjections.

13 Sentences

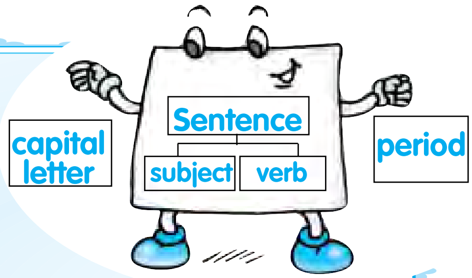
What is a Sentence?

A **sentence** is a group of words that expresses a complete thought. A sentence must have a **subject** and a **verb**, but it may or may not have an object.

Subject	Verb	Object
Sally	is making	a doll.
Wendy and Kim	are fighting.	
The hedgehog	curled up.	
Maggie	is reading	a book.
It	is raining.	
Dad	cooked	dinner.
I	am flying	a kite.
We	are eating	our breakfast.
They	are washing	the dishes.
The dentist	is examining	Susan's teeth.
The old couple	have	no children.
Janet	screamed.	



A **sentence** that makes a statement begins with a **capital letter** and ends with a **period**.



Kinds of Sentences

There are **four kinds** of sentences.

- A **declarative sentence** makes a **statement**.

The children are swimming.
The telephone rang.
Everyone sat down.

Richard is feeding the hens.



- An **interrogative sentence** asks a **question**.

Where are the twins?
Are you going shopping today?
What is your name?

What is Richard doing?



- An **exclamatory sentence** expresses strong emotion.

What lovely weather!



The silly girl!
How stupid I am!

- An **imperative sentence** gives an **order**.

Please sit down.
Tell me the truth.
Speak up!

Come back!



The Imperative

Use the base form of a verb to give **commands** or make direct requests. This use of the verb is called the **imperative.**



OK, children, **open** your books to page 25.

Stand, everyone!
Tidy your bedroom immediately!
Choose a partner!
Eat plenty of vegetables.
Find some nice round pebbles.
Come back soon!
Take a sandwich.
Come and **look** at this, Tom!

Imperatives are a very direct way of telling people to do something. Using **do** or **please** before an imperative is more polite.



Please come in.

Do sit down.

Do check these figures again.

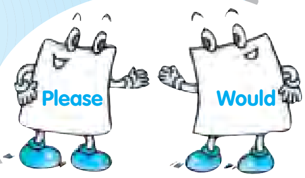
Please help yourselves to some food.

Please don't change anything on my computer.

Grammar Help

You can also use the helping verb **would** to sound polite. For example:

Please **would** you clear the table?
Would you please talk quietly?



Exercise

Look at the groups of words below. Do you know which are *sentences* and which are not?

Put a checkmark in the space next to sentences, and an X next to other word groups.

1	Mrs. Chen is a good teacher.	
2	not well today	
3	Do the work yourself.	
4	How are you?	
5	basic rules of grammar	
6	bread and butter	
7	Welcome to the National Zoo.	
8	brush his teeth	
9	toys in the box	
10	more than one	
11	What is the time now?	
12	Sit down!	
13	Please come here.	
14	Mark is sleeping.	
15	Open the door.	

The Subject and the Object

The **subject** of a sentence sometimes does something to someone or something else.

The person or thing that receives the action is called the **object**.



Dad is cooking supper.

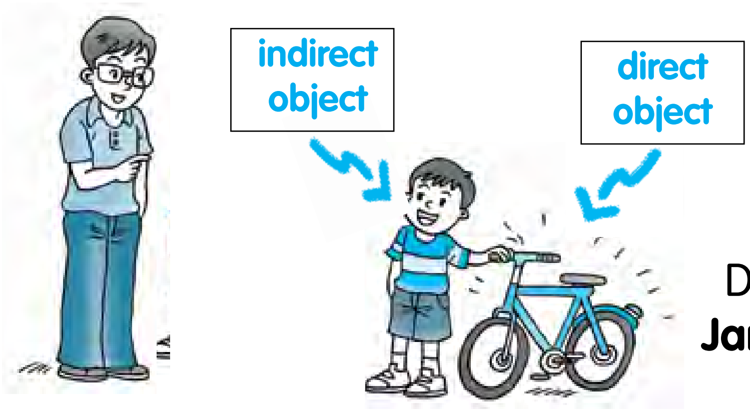


We have built a sandcastle.

Subject	Verb	Object
Susan	has bought	a painting.
Hannah	is reading	her book.
The twins	climbed	the hill.
James	stroked	the cat.
Mom	is holding	the baby.
Jacob	is making	a kite.
They	were playing	football.
I	am writing	a story.
Emma	crossed	the street.
You	have forgotten	your umbrella.

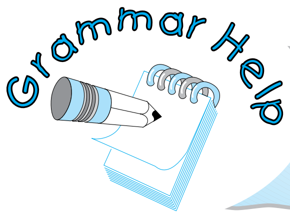
Direct and Indirect Objects

Some verbs have **two objects**. The **direct object** receives the action of the verb. The **indirect object** tells to whom or for whom the action is done.



Dad bought **James a bike**.

Subject	Verb	Indirect Object	Direct Object
The bank	lends	people	money.
Madison	is making	her doll	a dress.
I	am writing	Grandma	a letter.
Grandma	is reading	Diana	a story.
Andrew	gave	his dog	a bone.
We	left	you	some food.
Joshua	is showing	us	his stamps.
Miss Lee	found	Alice	a chair.



The **indirect object** usually comes before the **direct object**.

Exercise 1

Read the following sentences. Then draw a line under the *subjects* and a circle around the *objects*.

1 Anne has drawn a panda.
2 They are playing table tennis.
3 Little Kate knows the alphabet well.
4 Dad bought a computer.
5 I am writing a letter.
6 Birds have feathers.
7 The workmen are building a house.
8 Samantha has a pretty doll.
9 The children received one gift each.
10 Do you know the answer?

Exercise 2

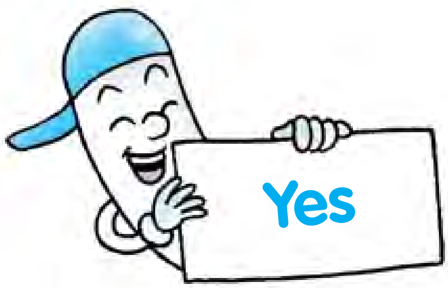
There are two objects in each sentence. Draw a line under the *direct objects* and a circle around the *indirect objects*.

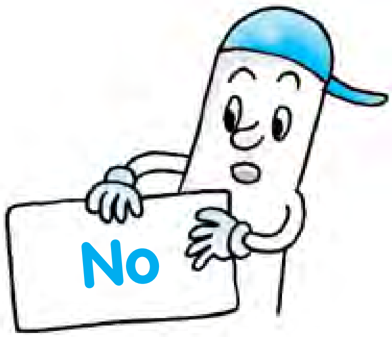
1 Dad gave Dave a present.
2 Mom is making the children a meal.
3 Mr. Thomas bought them ice cream cones.
4 I sent Anne a birthday card.
5 Granny told us a story.
6 The waiter brought the guests their drinks.
7 Can I get you a sandwich?
8 The police officer showed us the way to the museum.

Positive and Negative Sentences

A **positive sentence** tells you that something is so.

A sentence that tells you something is *not* so is called a **negative sentence**. It contains a negative word like **not**, **never**, **no**, **no one**, **nobody**, **none**, or a negative verb like **isn't** or **can't** or **won't**.





Positive sentence	Negative sentence
Peter is running.	He is **not** walking.
We should tell the truth.	We should **never** tell lies.
Everyone is in the garden.	There is **no one** in the house.
The fridge is empty.	There is **nothing** in it.
It is very cloudy.	It is**n't** sunny.
I have sold the last newspaper.	I have **no** newspapers left.
Someone has eaten all the cookies.	There are **none** in the bag.

Questions

There are two kinds of questions: yes or no questions and **wh**- questions.

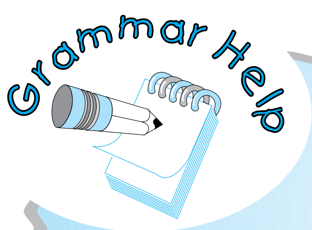
- You ask a **yes** or **no** question to get **yes** or **no** as the answer. Use the verbs **be**, **have** or **do**, or any of the helping verbs, to ask **yes** or **no** questions.

Can you swim? **Yes**.
Is it raining? **No**.

Are they coming? **No**.
May I come in? **Yes**.

- In questions, the helping or auxiliary verbs come before the subject of the sentence. When **be** and **have** are used as ordinary verbs, they come before the subjects, too.

Statement	Question
Jim is ill today.	**Is** Jim ill today?
She has an older brother	**Has** she an older brother?
The cats want to be fed.	**Do** the cats **want** to be fed?
We should go now.	**Should** we **go** now?
It will rain tomorrow.	**Will** it **rain** tomorrow?
You may use my computer.	**May** I **use** your computer?
Kate can ride a bike.	**Can** Kate **ride** a bike?



Here are some different ways of asking the same question:

Has he a sister called Jane?
Does he have a sister called Jane?
Has he got a sister called Jane?

Wh- questions usually include the verbs **be**, **have**, **do**, or any of the helping verbs.

- To ask for facts, use the question words **what**, **which**, **who**, **whom**, **how**, **when**, **where**. The helping verbs in **wh**- questions usually come before the subject. So does the verb **be** when it is used as an ordinary verb.

Where **are** you?
What **is** David **saying**?
How **did** you **get up** here?
Why **was** the girl **crying**?
Which color **do** you **prefer**?
Who **is** she **going to invite** to her party?
Whom **is** she **going to invite** to her party?
What **is** your problem?
When **do** the stores **open** in the morning?
Where **shall** I **put** this box?
What **have** you **done** to my computer?
How **am** I **going to finish** all this work?
What **would** you **like** for dinner?



Whose dictionary **is** this?

- If the **wh-** question word is the subject of the question, it comes before the verb. For example:

Who **told** you that?
What **made** you change your mind?

Exercise 1

Write *short answers* to the following questions.

Example: Is he tall? Yes, he is.

1 Do you know the answer? Yes, ___________.

2 Is Sara at home? No, ___________.

3 Do they know any grammar? Yes, ___________.

4 Are all of you coming to my house this evening? Yes, ___________.

5 Is Mrs. Chen your English teacher? No, ___________.

6 Can you dance? No, ___________.

Exercise 2

Fill in the blanks with the correct question words from the box.

where	when	why	how
whose	what	who	which

1 ________ is your house?

2 ________ wallet is this?

3 ________ are you always late?

4 ________ wrote this book?

5 ________ of the two boys is smarter?

6 ________ size do you wear?

7 ________ old is he?

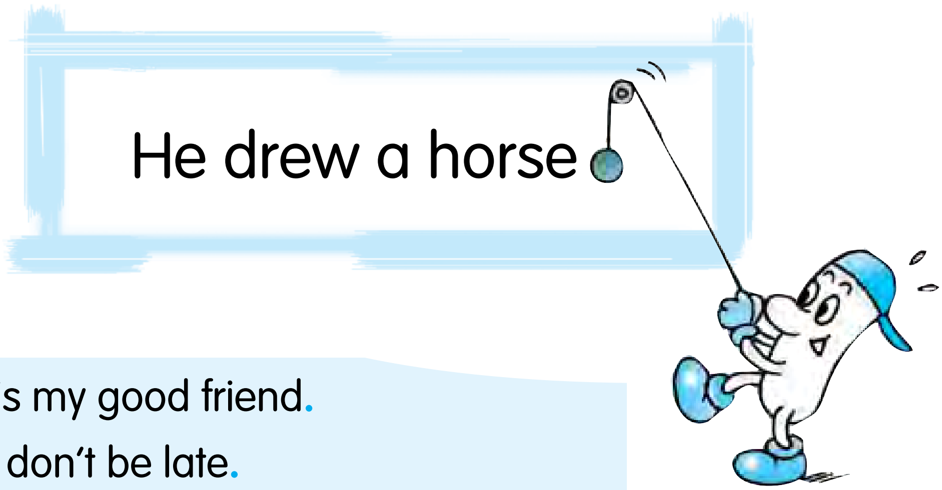
8 ________ is Jeff going to get a haircut?

14 Punctuation

Punctuation marks are signs such as **periods**, **commas** and **question marks**. You use them in sentences to make the meaning clear.

Period

You put a **period** at the end of a sentence.



Albert is my good friend.
Please don't be late.
The bird is sitting on a branch.
It's snowing heavily today.
There's a rainbow in the sky.
This big house belongs to a rich man.
I can swim.
Ethan is good at drawing.
They all enjoyed playing baseball.

Comma

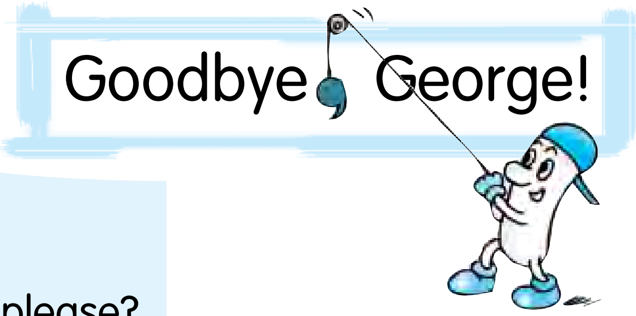
Use a comma between **nouns** and **noun phrases** in a list.

I bought two apples, three oranges and some grapes.
He enjoys tennis, badminton, skating and football.
At school we study English, math, science, history and geography.

Use commas between **adjectives** when you use several of them to describe something.

A giraffe is a tall, long-necked, long-legged animal.
He is a tall, handsome, smart and ambitious young man.

Use a comma after **yes** and **no**, and before **please** in sentences. You also use a comma before or after the name of the person you are speaking to.



No, it has stopped.
Good morning, sir!
Can you tell me what time it is, please?
Yes, it's a quarter past three, George.

Commas are used to show where there is a brief pause.

Unfortunately, she injured her knee skiing.
She was in the bedroom, listening to music on the radio.

Exclamation Point

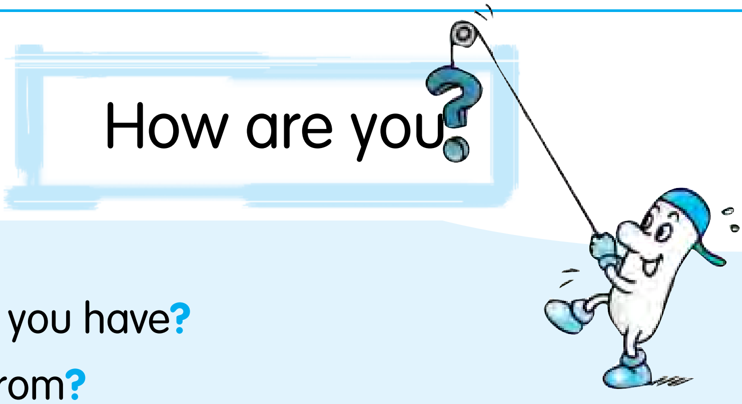
An **exclamation point** is often used after a command, an interjection, or a word that shows **surprise** or **anger**.

Sit down!
Oh dear!
What a surprise!
You are fired!
I told you not to do that!

Quiet!
Put the knife down!
Help! Help!
Eeek! A ghost!
Stop him!

Question Mark

Use a **question mark** after a **question**.



What's your name?
How many stamps do you have?
Where do they come from?
Who has taken my pen?
Can you lend me your bicycle?
Where are you going?
Why are you always late?
What's the meaning of this word?
Do you know the answer to this problem?

Apostrophe

Use an **apostrophe** with an **s** (**'s**) to show who owns something.

The **'s** is added after singular nouns or names.



This is Peter's bed and
that is Michael's bed.



A squirrel's tail is big
and bushy.

We all like Mom's cooking.

Amanda clears everybody's plates after dinner.

John's dog is very friendly.

All the pupils have a month's vacation in June.

I spent the evening at David's playing video games.

I took a ride in Tom's car.

Father is holding Susie's hand.

Jane is wearing her mother's shoes.

We're going to our aunt's house.

There is a bird's nest in that tree.

Our dog's collar is brown.

Is this Portland's tallest building?

- Follow the same rule when a name or a singular noun ends in -**s**. Write an apostrophe first and then add another **s**.

The princess's golden ball fell into a well.
A rhinoceros's skin is very thick.
Dad is at his boss's party.

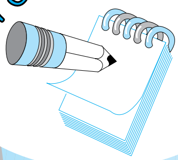
- For plural nouns that end in -**s**, put the apostrophe after the -**s**.

Birds' beaks are all different shapes and sizes.
Miss Lee is marking her pupils' work.
This is my parents' wedding photo.
Dresses are upstairs in the ladies' department.
Henry goes to a boys' school.
Dr. Kim parked his car in the doctors' parking lot.
My brothers' bedrooms are always messy.
The girls' bedrooms are usually tidy.
A flood has destroyed all the farmers' crops.

- Some plural nouns do not end in -**s**. Just add **'s** to these plural nouns.

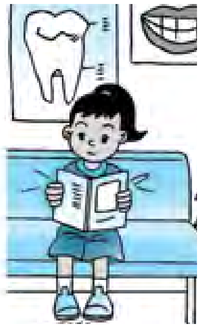
There are slides and swings and seesaws in the children's playground.
The men's changing room is occupied.
The bookstore sells newspapers, comics and women's magazines.
Doctors look after people's health.

Grammar Help



- You can also refer to **a person's office** or **shop** by using a possessive form with an apostrophe. For example:

  I'll buy some bread at **the baker's**.
  I was reading a book at **the dentist's**.
  It's time you went to **the barber's**.



- You can also refer to your **friends' homes** in the same way:

  I'm going next door to **Peter's**.
  I stayed the night at **Susan's**.

- How do you make a possessive form of two people joined by **and**, such as Peter and John, or Mary and Anne? Put '**s** only after the **second name**.

  For example:

  Barbara and **David's** house
  Jill and **Andy's** party

- These possessive forms of names and nouns can be used without a following noun. For example:

  Which desk is **Susan's**?
  George's is in the back row.
  This room is **my brother's**.

The **apostrophe** can also be used to show that one or more letters in a contraction have been left out.

I've finished my math, but I haven't finished my spelling.

We'll come to your party, but Sue won't be able to come.

He's gone to the library.

Dad wasn't at home and the children weren't at home either.

I don't like potatoes and Susan doesn't like tomatoes.

I didn't watch which way I was going and I can't find my way home.

We're late because we couldn't find your house.

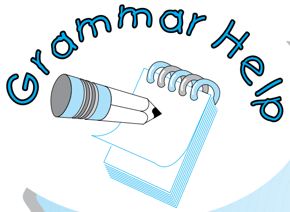
Mom's finished her shopping but she hasn't gone through the checkout line yet.



Mary'd like a cat as a pet, but she wouldn't like a turtle.



You are taller than Peter, but you aren't as tall as I am.



The words **has** and **is** are often shortened to **'s** after a noun or proper noun. For example:

The mail **has** arrived.
The mail**'s** arrived.

Sally **is** here.
Sally**'s** here.

Exercise 1

Write the *punctuation marks* from the box to complete the following sentences:

,	.	?

1 He hates cheese
2 Who is your teacher
3 Stop that man
4 Keep quiet
5 Good morning madam
6 George are you okay
7 Peter David and Susan are playing hide and seek
8 Mom bought meat fish and vegetables at the supermarket
9 What is the time now
10 Anne is a pretty girl

Exercise 2

Complete the following sentences by writing the *apostrophe(')* in the correct place:

1 This is Peters bike.
2 Paul cant find his shoes.
3 Miss Lee is marking the pupils papers.
4 They are all on the childrens playground.
5 Dont make so much noise!
6 Doctors take care of peoples health.
7 Theyre having a game of tennis.
8 Jack doesnt look well.



BASIC ENGLISH GRAMMAR

for English Language Learners

Book 1

Younger students at beginning to intermediate levels will greatly benefit from this step-by-step approach to English grammar basics. This is the ideal supplement to your language arts program whether your students are native English speakers or beginning English language learners. Skill-specific lessons make it easy to locate and prescribe instant reinforcement or intervention.

- **Illustrated lessons are tightly focused on core concepts of grammar**
- **Nearly 70 practice exercises are included for ready reinforcement**
- **A wealth of examples are provided on every topic**
- **Concise explanations are bolstered by extra grammar tips and useful language notes**

SADDLEBACK
EDUCATIONAL PUBLISHING